

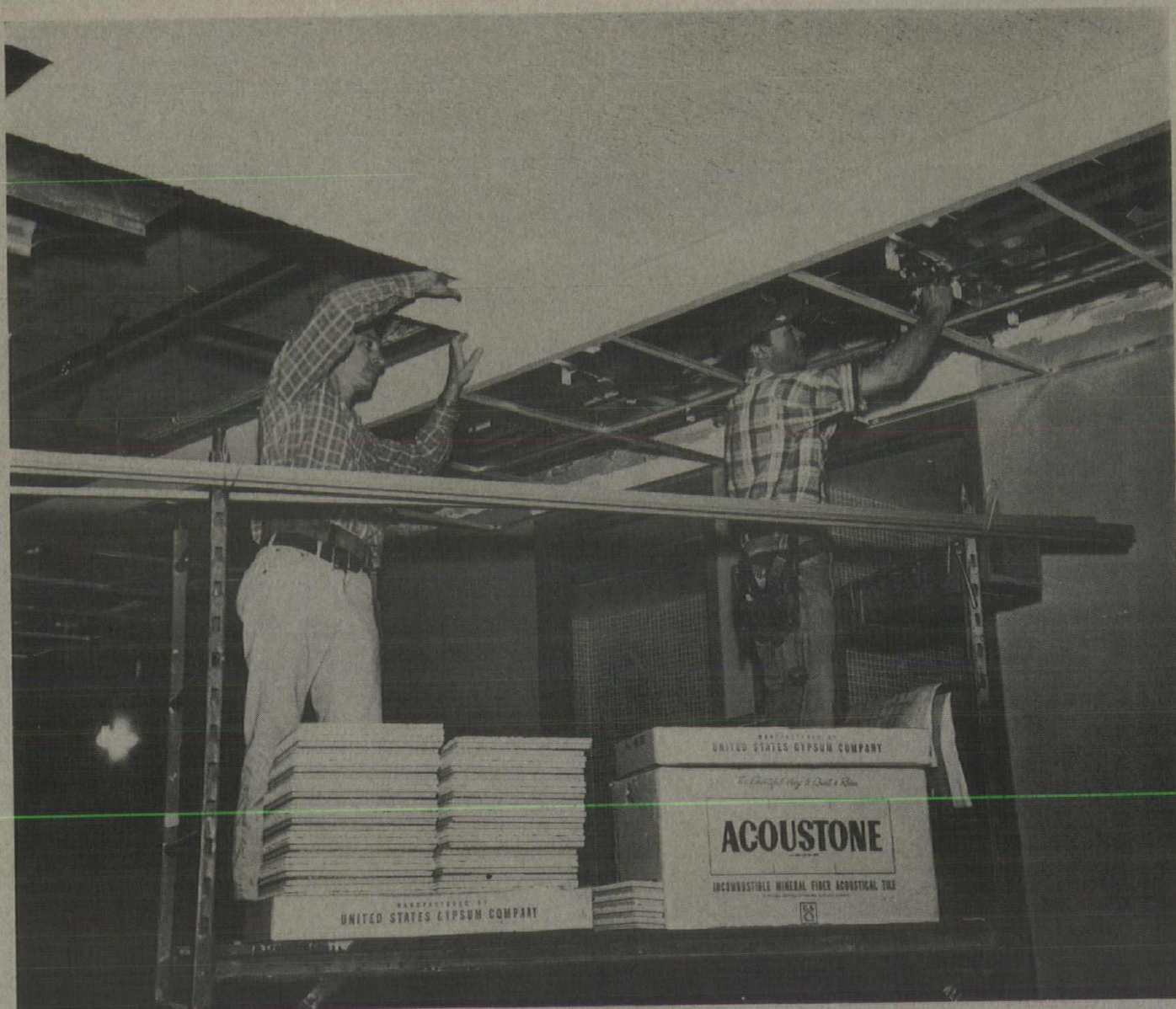
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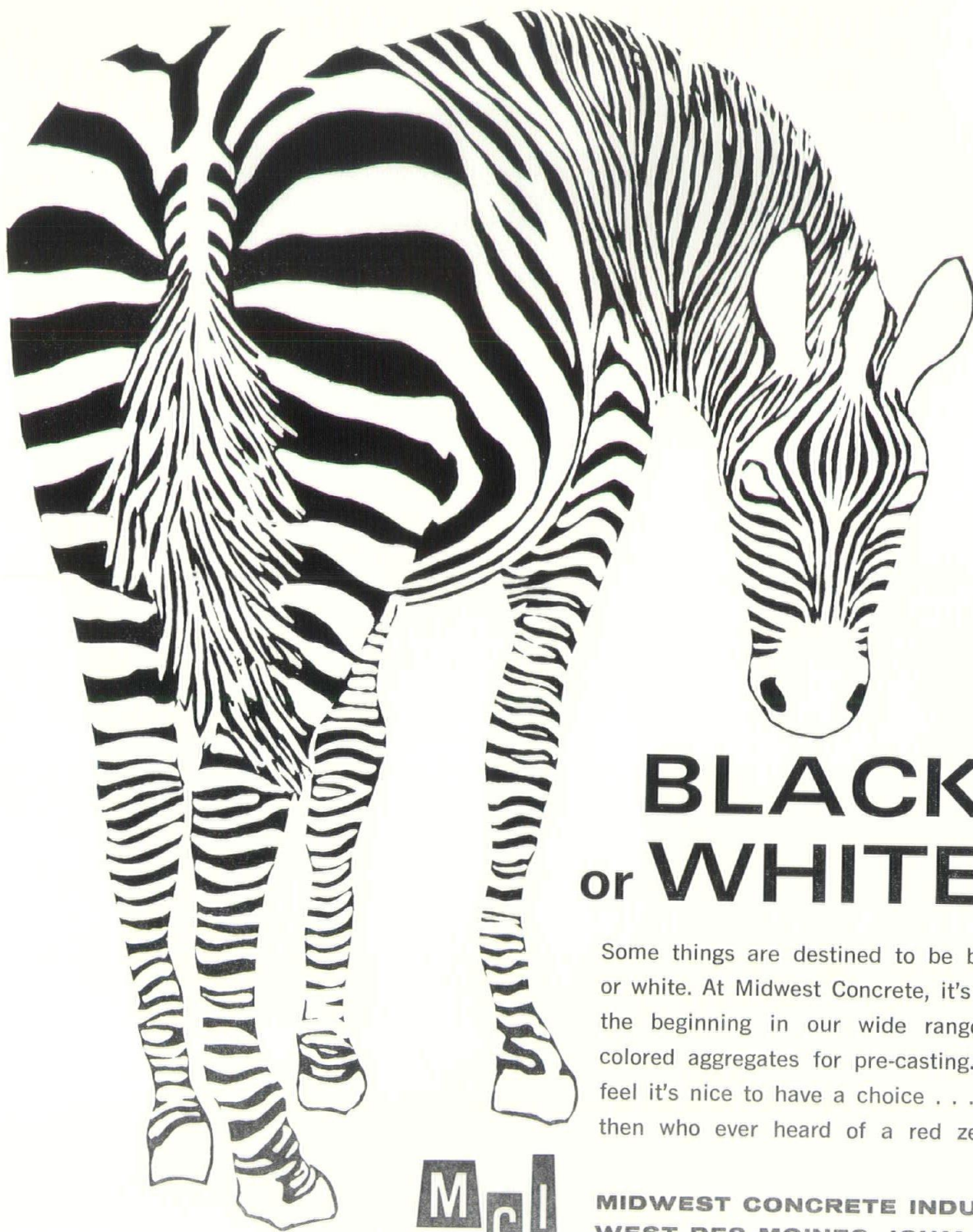
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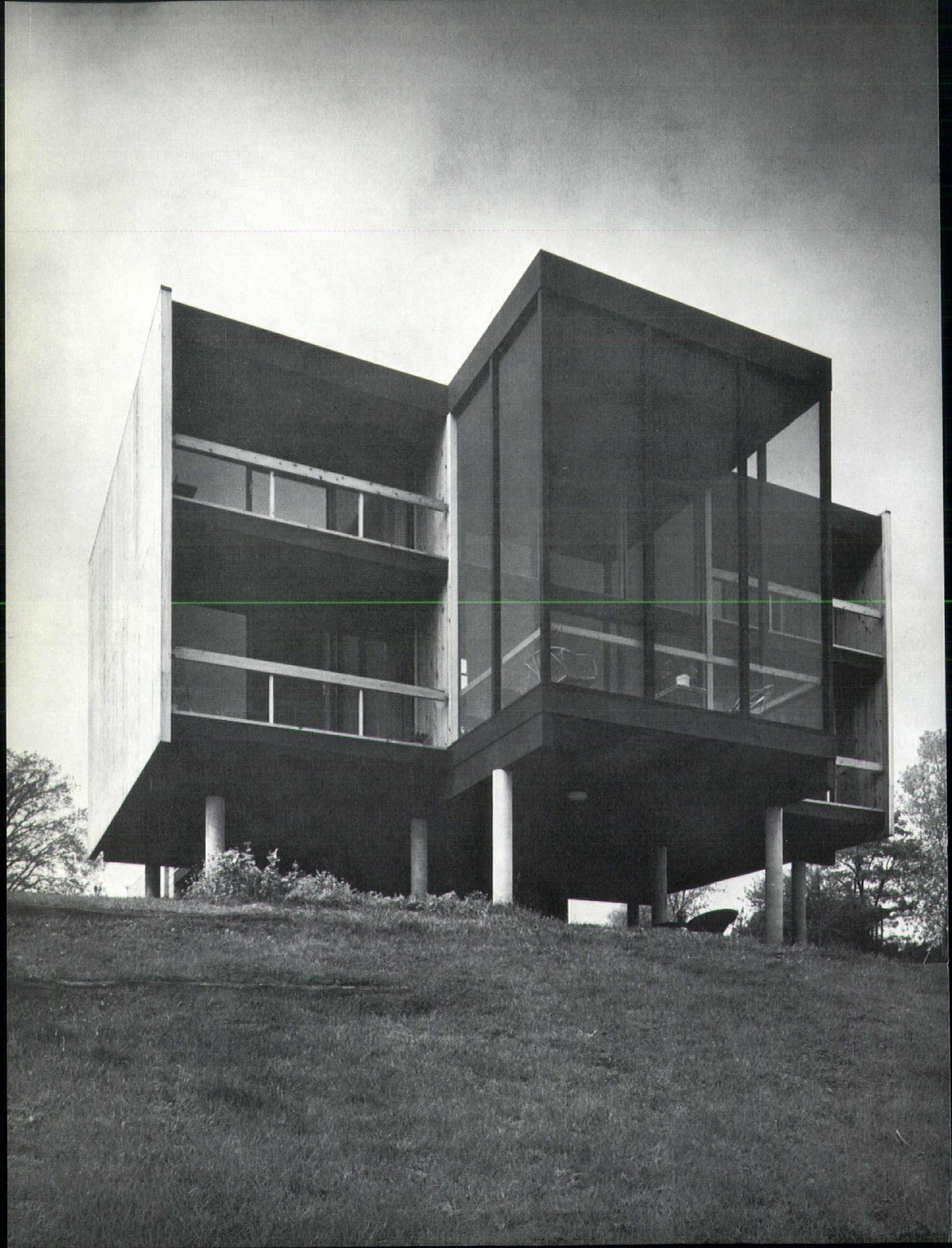
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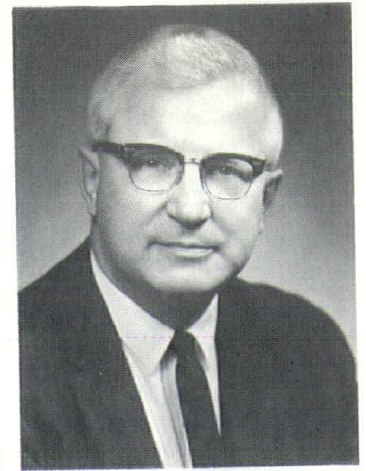
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Cover: Not unlike a painting by Andrew Wyeth, the faceted, sharpened forms of the Northcrest Retirement Community, Ames, are set against a darkening sky. See honor awards section, beginning page 38.

Opposite: The cubic volumes of the Kitzman Residence, Iowa City, stand in lonely poise on a hilltop. Story also in honor awards section, beginning page 38.

The "Iowa Architect" is the official publication of the Iowa Chapter, The American Institute of Architects, and is published quarterly. The annual subscription rate is \$3.50 per year. Appearance of names and pictures of products or services in editorial or advertising copy does not constitute endorsement by either the A.I.A. or this chapter. Information regarding advertising rates and subscriptions may be obtained from the office of the chapter, 401 Savings and Loan Building, Des Moines, Iowa, 50309. Telephone 244-7502, Area Code 515.

Man For All Seasons Arrives



Serrill

Julian B. Serrill of Des Moines was named February 15 to the post of Executive Secretary of the Iowa Chapter, American Institute of Architects, by president James A. Lynch and the executive committee.

A forward step that has been several years in the planning, this action will provide a central office for all present activities of the Chapter, and will make possible additional projects in the areas of public relations, public education, cooperation with others in the building industry, more intensive chapter committee staff work and general services.

Serrill brings to his post with the chapter a wide background in public relations and organizational work with professional people. He calls Sioux City his home town, where he graduated from Central High school in 1932. He did his first two years of college work at Morningside College and graduated from Drake University in 1936 with a major in political science and a Phi Beta Kappa key.

Following college he spent five years in sales, copy writing, proof reading and general office work with the Verstegen Printing Company in Sioux City. In 1941 he began a ten year tour of duty with Universal C.I.T. Credit Corporation, a national concern specializing in time-sales financing of cars and trucks. Beginning as a collector of past due automobile accounts (where Serrill says he got his training in public relations) he progressed through a succession of jobs as collection manager, credit manager, branch manager and sales representative in various company branches in Iowa, Illinois, Indiana, Nebraska and Kansas.

From February of 1943 to March of 1945 Serrill served in the U. S. Navy (he insists that the Destroyer Navy is separate from the rest). Seven months of this time were spent in stateside training at Princeton University, Norfolk Naval Operating Base, and Hollywood, Florida, and fifteen months in combat duty with the fast carrier task forces in Pacific. Serrill joined the *USS Wedderburn* at Ulithi Atoll following the Guam operation and participated in numerous strikes against the Japanese including Iwo Jima, Okinawa, in the south China sea and against Tokyo and the Japanese mainland. He has the distinction (through no fault of his own) of having been aboard the first major warship to enter Tokyo bay, immediately following the cessation of hostilities and just prior to the signing of the peace aboard the *USS Missouri*. While aboard the *Wedderburn*, he served in every department except gunnery and engineering, but his forte was voice radio communication, tactical radar and encoding and decoding of messages. He was discharged to inactive du-

ty early in 1945 with the rank of Lieutenant (j.g.) and resumed his work with Universal C.I.T. Credit Corporation.

In 1952 Drake University named him Executive Secretary of its National Alumni Association. His program in this capacity included traveling extensively, visiting and working with local Alumni Associations across the country, organizing, activating, stimulating and cultivating. He also directed the initiation and organization of the Annual Alumni Fund, which during his work at Drake grew to provide substantial sums of money each year for the improvement of faculty salaries and student scholarship grants. Another project which began under his direction is the Alumni Distinguished Service Award program still active and growing.

The Iowa Medical Society in 1958 added Serrill to its Staff as a field secretary. With them, he worked as liason between the Iowa office and the individual and component county society memberships, and between the State office and that of the American Medical Association. He also did staff work for many of the project committees of the Society and served as a lobbyist in the Iowa legislature during the sessions of 1959 and 1961.

From January of 1961 to the end of January in 1966, Serrill served as Director of Public Relations for Hospital Service Inc. of Iowa (Blue Cross) and Iowa Medical Service (Blue Shield). Here his activities included the direction of the advertising program in radio, newspapers and television, handling an extensive subscriber correspondence program, numerous presentations before and with local groups of subscribers, and sales promotion programs along with community, doctor and hospital relations projects.

Serrill and his wife, Evelyn, are the parents of three daughters. Mrs. Lawrence D. Pedersen (Julie Ann) lives in Des Moines. Kathie is a senior at Grinnell college. Linda is 14 and a ninth grader at Lincoln High school. The Serrills live at 1224 Loomis; Mrs. Serrill serves as secretary at Wakonda Christian church where the whole family is active.

Something of a shutterbug, Serrill spends his spare time taking pictures, (right now mostly of his granddaughter) and in trying to keep up with the list of do-it-yourself projects around the house planned by Mrs. Serrill. In addition, just now, he is busy familiarizing himself with a new job and in getting acquainted with, in his words, "a fine group of congenial gentlemen, true professionals who are sincere in their concern for the public interest and articulate in the direction they want to go and the progress they feel is necessary."

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The Design Tools Of Architecture

An Address by Morris Ketchum Jr., FAIA, President, The American Institute of Architects, for the 44th Annual Meeting of the Producers Council, Inc., at Louisville, Kentucky, on September 16, 1965.

You have chosen as the theme of your convention "Many Ways to Market" and, only this morning, you have discussed "The Selection and Purchase of Building Products" as part of that theme. Since the architectural profession has always played the major role in the selection and specification of building products, I believe that it is most appropriate that I meet with you here today to discuss the present and future developments of your convention theme.

Building materials, products and systems are the design tools of architecture. Their production, utilization and continued improvement are of vital concern to everyone in the construction industry, including manufacturers, builders and architects.

Given the right design tools, architects have the ways and means to build and rebuild the physical environment of our ever-growing country. Without them, we cannot produce today's architecture, let alone fulfill the unprecedented demands of the next 40 years. Therefore, we have just as vital an interest as you and the building contractors in seeing to it that the best building products reach their ultimate market and are used to maximum effectiveness for the client. In fact, you as product and equipment manufacturers, we as architects, and the contractors who carry out our plans are perpetual members of the triple alliance which composes the total construction industry.

We must set our sights high. Most of you must be familiar with the story of the three brick masons. They were all at work, one day, on a sizeable project when a passerby asked each one, in turn, what he was doing. The first man replied "I am laying brick", the second said, "I am putting up a wall" and the third declared "I am building a cathedral". All of us must have the vision and inspiration of the third mason.

Our common objective—no small one—is to work together to create a better and more beautiful America. The question before us is how to achieve this, in both large ways and small.

The American Institute of Architects recently issued a "Policy Statement on Building Product Development and Uses" which states, in clear cut terms, the inter-related obligations and objectives of manufacturer, contractor and architect. Its purpose is "to encourage continued development of new building products and better uses for existing ones, to add to the existing technical knowledge concerning these products, and to foster better understanding between the parties involved in the building process, all being conducive to improved building design and accelerated technical

progress in the entire building industry". I recommend this policy to every member of the Producers Council. It clearly lists the principles to be followed in the research and development of new products and new product uses.

I would like to enlist your support of a new project the Institute is proposing to its own members and to related design professionals. Manufacturer interest is imperative if it is to succeed. The Institute is studying now the formation of a national Urban Design Center, where the best creative ideas of architects, landscape architects, muralists, sculptors and other artisans can be studied and translated into fabricated designs for use in furnishing the outdoor spaces of our cities.

The Urban Design Center would work on street furniture: benches, trash receptacles, light standards and fixtures. It would go extensively into attempts to bring order out of the present chaos of store signs and the graphics of street and highway directional signs. It would study and make recommendations on the uses of water and landscaping in open spaces, in short, all the small things that provide the amenities in urban areas.

Manufacturers may be asked to contribute financially to the non-profit Urban Design Center, either through cash grants or, perhaps through the "loan" of experienced technicians. You would be called upon to help fabricate the items designed by the center which ultimately, we believe, would be supported by a system of royalties for the use of these designs.

You can also find additional ways to the market by increased intra-industry collaboration.

You are all familiar, I hope, with the California School Construction Systems Development, a research project sponsored by Educational Facilities Laboratories, Inc. This remarkable project, which included the needs of thirteen school districts in order to broaden the base of ultimate product usage, had set what I consider to be a highly important precedent for manufacturers.

The broad base of ultimate use of structural systems, air conditioning, lighting-ceiling and interior partition systems, made it possible for industry to fabricate and bid on the systems designed by architects. Because the architects insisted on composite systems, it made it necessary for various manufacturers of component items to get together on the total over-all system.

I submit that your industry need not wait for another pilot project such as the School Construction Systems Development to collaborate on composite systems which interrelate the products of several producers.



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We, as architects, will continue to welcome new products which are produced with the ability to fit with other new products of other producers to give the architect maximum flexibility in design and the client maximum economy in construction.

Once given new products and product uses, it is up to you to bring them to the architectural market. This is a matter of total sales planning, embracing market analysis, product design, advertising, distribution and sales. For a manufacturer to be successful in this market, he must achieve a precise integration of all these elements and a thorough understanding of their inter-relationship.

This requires a detailed and intimate experience with the requirements of the architectural profession, whose practitioners are sensitive both to the way products work and how they look. In essence, it demands a knowledge of both marketing and architecture. It requires specialists.

That is why so many successful product manufacturers and industry-wide groups of such manufacturers have on their staffs architects who have specialized in this field. The Institute recognizes those members of our profession for the valuable services they render in the development, production and marketing of new building products.

The right staff man can be invaluable. So can the independent architectural practitioner acting as a consultant. Not only can the practitioner help the manufacturer to develop new products with that elusive quality known as good design, but he can also help to determine that the products meet the practical requirements of building construction. Many architectural offices make such consulting work a regular part of their practice, thereby rendering valuable service to the individual manufacturer, the building industry and the architectural profession.

Such specialized advisory services are a necessity if manufacturers are to avoid poor design or inadequate field testing or unsuccessful market development. In any good marketing effort, design, production, advertising and distribution should be dovetailed.

Inspired technical advice in the complicated coordination process of this highly specialized type of marketing is the proper task of staff architects or individual practitioners.

Sales representatives trained by architects are also a vital element in directly supplying information and technical help to architectural offices. Unfortunately, many building product manufacturers, anxious to reduce costs in a highly competitive market, have largely eliminated such counseling services from their organizations in recent years. In the interest of economy, they have thus reduced the total market for their products.

To sum up, successful architectural marketing involves, *first*, finding out what architects and their clients need, *second*, developing and designing products which meet these needs, *third*, determining the strategy for product distribution and, *fourth*, utilizing appropriate sales and advertising techniques to promote their acceptance and use.

The American Institute of Architects cannot get into the field of product research, product design or product distribution and marketing. We are interested in developing and maintaining a workable communications network whereby the product manufacturer, the

architect and the advertising profession can successfully aid you to place good building products on the market. Our profession needs the best design tools it can command.

That is the basic reason that the Institute helped to found the Producers Council and why we have supported its activities over the years. Much has been achieved. Today, the Producers Council can be proud of the general quality of product design, the increasing sense of manufacturer responsibility for product performance, the improvement in product literature and the ever-increasing maturity of product advertising. Our continuous task is to implement the progress we have made and avert complacency in this critical time in the building industry.

That is the reason that recently the Institute and Producers Council signed new articles of affiliation to update our working procedures. Essential to that agreement was the formation of a national Liaison Commission, which will provide a new and better basis for mutual understanding and collaboration at the national level, a concept which does not alter, in any way, the traditional relationships between our chapters and Producers Council chapters.

The Liaison Commission is composed of first, the president of the two organizations, second, the chairman of the AIA national Committee on Building Materials and Systems and the chairman of the Producers Council-Architects Liaison Committee, and third, the executive directors of each organization.

The Commission will meet twice a year to review and approve policies, programs and projects of mutual interest and assign specific problems to appropriate task forces for in-depth study.

Through this new procedure, we hope to avoid any waste of valuable volunteer work by your task groups or ours on non-essential projects and to achieve more concrete results from their endeavors. This year we must put this new concept to work for our common benefit.

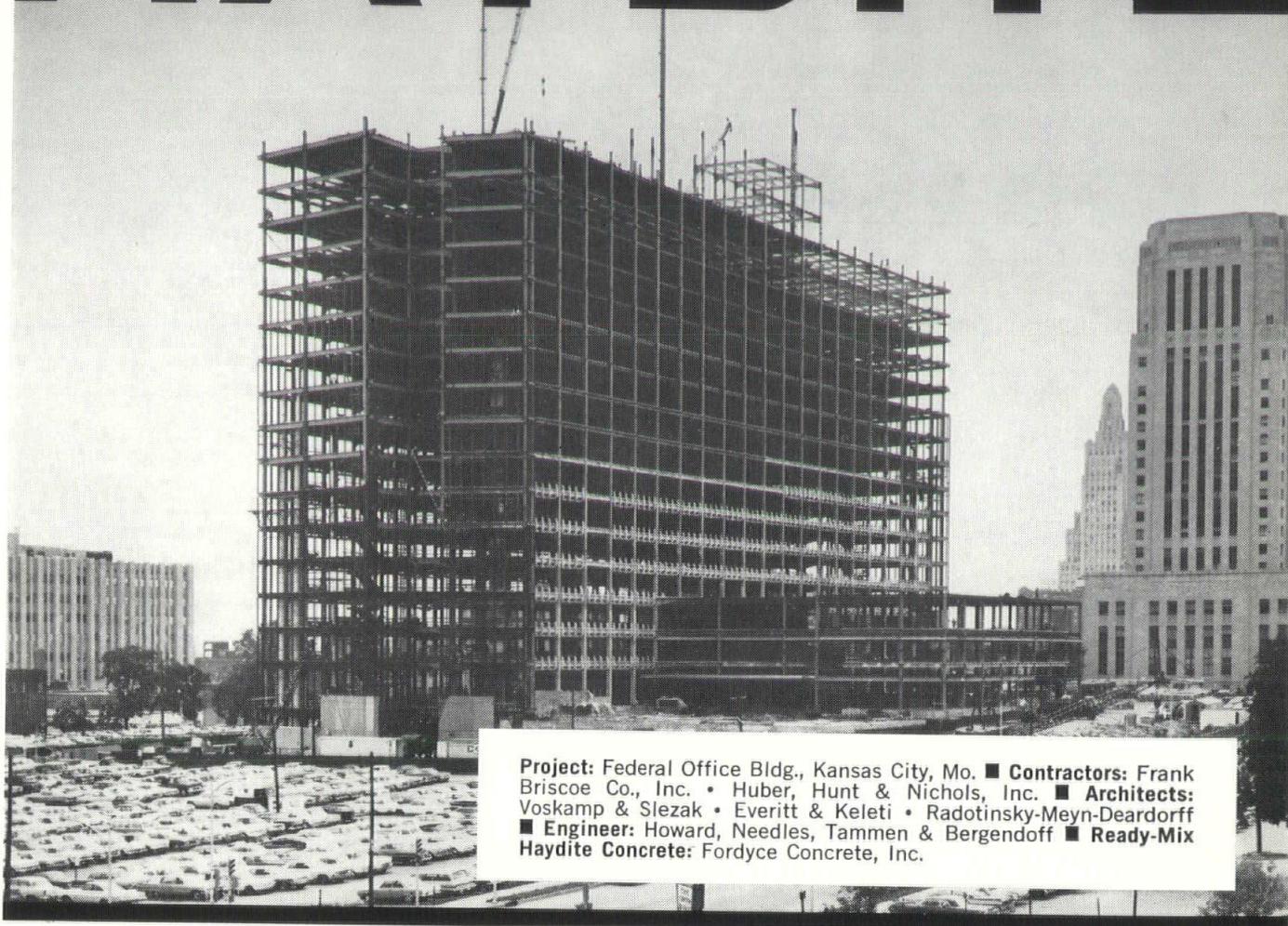
I suggest, as a first step, that we consider joint sponsorship of a national conference of representatives of product manufacturers, architects and the advertising profession. I propose that this conference be scheduled for New York City, so that we can take our problems in product literature right to the doors of Madison Avenue. I suggest this because of my conviction that the steps both producers and architects demand to achieve a balance between advertising and the needed technical information must be taken by the advertising profession. I believe a thorough understanding of our mutual goals must be transmitted to account executives and their superiors in the agencies.

The conference, therefore, would devote itself to the question of how to improve your approach to the architectural market through the medium of advertising and product literature. There is no substitute for face to face discussion—by experts—of this broad problem. I am sure that such a conference would bring out new and valuable ways and means for marketing the design tools of architecture.

It is my hope that the leadership of the Producers Council and the American Institute of Architects will be able to successfully implement this proposal to the entire building industry.

In this and in all our common endeavors, I pledge you the full support of my profession.

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Construction Manpower Conference Report

A report of a recent conference that concerned itself with several of the situations currently under study by the construction industry: future construction volume, winter construction, and the training of craftsmen.

Representatives of the Master Builders of Iowa, the Iowa Concrete Masonry Association, the Iowa State Conference of Bricklayers, the Structural Clay Products Institute and the Masonry Contractors' Association met in a day-long session recently at the Hotel Fort Des Moines, Des Moines, to listen to panel discussions on predicted future construction volume for Iowa and the 'pros' and 'cons' of winter construction.

The prime purpose of the meeting was to ascertain whether or not building for future years would be increasing and if more skilled craftsmen will be needed to perform the demands of such an increased volume.

Mr. George Miller, Executive Vice President of the Masonry Contractors' Association of America, Chicago, delivered the keynote address to the audience. Mr. Miller pointed out that the Masonry Contractors' Association has been promoting the load-bearing concept, and that if they are to be successful in joining the building boom, it will be essential to have available a high quality of brick and an ample supply of trained bricklayers.

The panel discussion on future construction volume in Iowa was moderated by Mr. Ambrose Flynn, vice president, Henkel Construction Company, Mason City, and chairman of the Master Builders of Iowa apprenticeship committee. Panel members included Mr. Harold Stricker, Hospital Services, State Board of Health, Des Moines; Mr. Gayle Obrecht, Building Consultant, State Department of Public Instruction, Des Moines; Mr. Eugene C. O'neil, architect, Woodburn and O'neil, Des Moines; and Mr. Richard Konicek, Director of Research, Iowa Development Commission, Des Moines.

The presentation given by the panel members indicated that hospital construction in Iowa during 1966 would produce \$60 million of volume and that elementary and secondary school construction would produce approximately \$110 million of new construction in the next five years. With the inclusion of college buildings and dormitory construction, a total volume of educational construction that could run as high as \$375.5 million over the next five years was indicated. Industrial expansion in Iowa will run in excess of \$75 million next year, they estimated, and should increase due to more processing of livestock and grain crops in Iowa along with the location of new industry in the state. Unemployment in Iowa is at an all time low, and there is an increasing amount of competition for young people to fill the many jobs created by industrial expansion, they said.

Mr. Eugene O'neil pointed out that an architect and an owner attempt to end up with a reasonably priced

total product, and that when designed, this product must be one that can be erected by the present labor supply. If the building boom reaches the levels predicted, the U. S. should have an additional 3,000 architects to handle the design work, he said. He also stated that mobility of crafts is essential if new construction is to be reasonably built.

The statement was made that the Board of Regents has reported that it cannot let contracts due to the inflated costs of labor and the shortage of bricklayers.

Mr. Thomas Garton, Chairman of the apprenticeship committee of the State Conference of Bricklayers, Des Moines, was the panel moderator for the discussions on winter construction. Mr. Garton reported on correspondence from the Iowa Employment Security Commission. This correspondence revealed that the construction industry is paying over \$3.25 million annually in unemployment costs, primarily during the winter months.

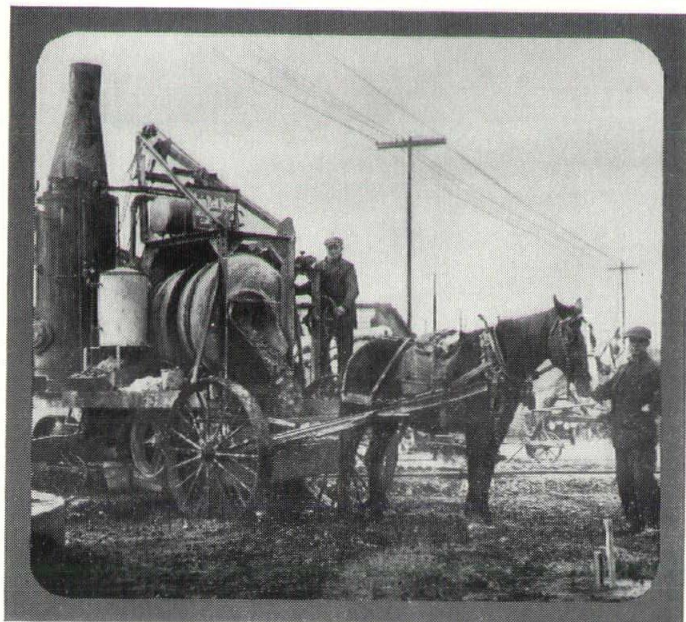
Winter construction panel members included Mr. Harry Ward, W. A. Klinger, Inc., Sioux City; Mr. Ben Schaefer, Superintendent, Physical Plant, Iowa State University, Ames; Mr. William F. Roark, Director, Mason Relations Department, Structural Clay Products Institute, Washington, D. C.; and Mr. Werner Zarnikow, architect, Architects Associated, Des Moines. Before the panel discussion started, movies were shown entitled "Winter Construction—It Can Be Done," and "House Building in the Winter." These films were produced by the National Research Council of Canada, and pointed out that with construction being the largest single industry in Canada, work must continue through the winter or a serious unemployment problem results. The question was raised as to why construction should be an eight-month-a-year occupation when those who buy the construction industry's products work year-round.

Mr. Harry Ward reported that competitive bids usually do not include the cost of closing in for winter work. Therefore, he indicated, if one contractor adds this item, he hurts his chances of being the low bidder.

Some reasons why winter work is desirable were stated as follows:

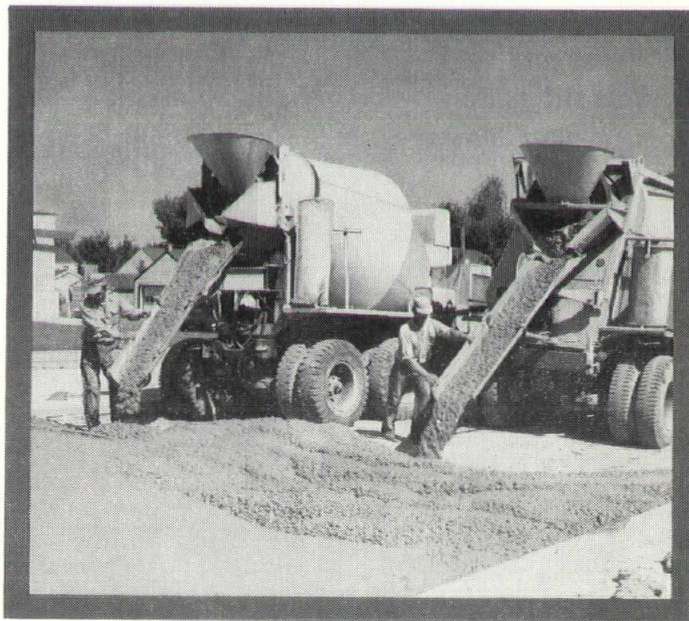
1. The owner of a building being built may have a need for it, and the added cost of winter construction may be justified by this need.
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3. The contractor who can work through the winter can keep his best men and hold his crews together.

4. A better scheduling of material deliveries and subcontractors is possible when work is done year-round.

It was also stated that if an adequate supply of competent labor exists, many contractors will attempt to close their jobs in for winter work.

Mr. Ben Schaefer pointed out that Iowa State University wants its work completed as quickly as possible at the best possible price, and that an attempt is always made to schedule bid openings so that work will progress to a point where interior work is ready for winter. Iowa State University has completed \$6 million in construction in the last six months, has another \$17.5 million under construction, and has \$18.5 million in the planning stage.

Mr. Schaefer indicated that if ISU is to continue to use masonry construction, it will be necessary to have enough masons to carry the work out on a year-round basis, and that because of liquidated damages, contractors are being forced to work in the winter to meet deadlines. Winter construction is going to be a must from now on, he said.

Mr. William Roark stated that winter construction allows better distribution of materials for everyone concerned. He said that homebuilders and general contractors are presently working year-round in all parts of the country, and that they are not experiencing additional cost because they get better production from a higher quality of personnel. The extra revenue from early completion more than offsets the costs of closing in, he said. Mr. Roark indicated he would suggest to the Building Research Institute that a national conference on all-weather construction be held.

Mr. Werner Zarnikow reported that the architect does not normally concern himself with the costs of winter construction unless the owner wants the building early for income purposes. An example of such an early completion requirement was that of a college dormitory with a penalty clause based on the loss of rental income. Mr. Zarnikow questioned whether an owner would be willing to pay an extra amount for winter construction unless a situation similar to that of the example existed.

It was agreed that in many cases, contractors would be willing to work during the winter months if they were assured of an ample supply of quality labor and a good availability of materials.

Mr. Stan Markuson, Manpower Development Training Act specialist, Bureau of Apprenticeship and Training, Washington, D. C., explained that on-the-job training funds are available if a labor shortage can be proved and if employers are willing to train on the job. These funds provide subsistence allowances, training allowances, travel allowances, pay for instructors, training supplies, and classrooms, he said.

In order to apply for MDTA funds, a contracting body must exist, Markuson said, and this body could be a joint apprenticeship committee. This committee could sign a contract with the government to train people for crafts where a shortage exists; these trainees would then go to work for a contractor. The contractor would be paid five hours of the journeyman rate weekly per person. This payment would be made for 12 weeks. Training income is not taxable income unless the employer deducts training costs, he said.

Mr. Markuson indicated that the number of trainees must be determined and an application made to MDTA for funds. This financial arrangement could encourage more qualified individuals to apply for apprenticeship training, he noted.

The conference formulated the following general conclusions, although space has not permitted discussion of all of them here: Construction volume will continue to rise and therefore the demand for skilled craftsmen will increase; industrial expansion is attracting many construction workers away from construction, thus creating or adding to the shortage; architects should specify that work be continuous so that every contractor includes the cost of winter construction; more emphasis must be placed on recruiting and training to provide the work force necessary to build year-round; and stabilization of employment, year-round, is necessary to attract qualified apprentices.

Mr. Garton suggested that a joint committee of architects, bricklayers, and contractors be formed to explore in depth the problems of and solutions to winter construction.

As a follow-up on the conference here reported, the state conference, Bricklayers', Masons', and Plasters' International Union, will survey its members in an effort to determine total membership, age of members, and desired number of trainees. Contractors, both masonry and general, will be surveyed to determine how many apprentices they can employ. When these figures are known, arrangements will be made to establish a pre-apprenticeship bricklayers' school.

The Master Builders of Iowa has developed a research program which will be launched immediately, and the intentions of this program are as follows:

1. To determine the membership of each building trade union, breaking membership down by age groups.
2. To interview contractors and masonry contractors and determine the number of apprentices employed by craft and the year of their apprenticeship; the number of apprentices the contractor could and would employ; and the work volume below which the contractor cannot make a commitment.
3. To develop an inventory of prospective building owners, public and private, and interview them to determine how much dollar volume of new construction and remodeling work is planned. Architects will also be contacted to ascertain how much work they have on the boards.
4. To determine from architects if change of design has resulted from shortages in any particular craft, and if there are future trends that will eliminate work for present craftsmen.
5. To analyze data for certain geographical areas and for the entire state.
6. To attempt to establish the cost of winter construction and promote more work on a year-round basis.

When this survey is completed, labor and management can more realistically plan training programs to meet the demands uncovered by the research program. This program was started with the bricklayers and has the cooperation of the state conference right down to the locals. The ultimate goal is to use this research information to determine training needs for all building trades.



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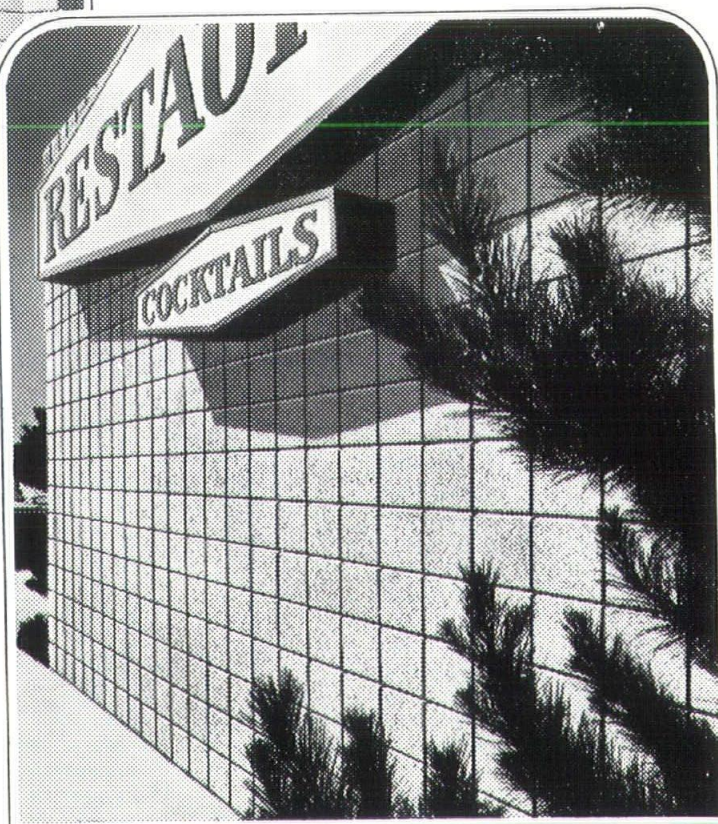
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Exhibit at Cherokee

Cherokee's Sanford Museum during February displayed in their main gallery a collection of varied art objects executed by individual architects from around the state.

Titled "Iowa Architects in the 60's," the display included sculpture, ceramics, pop art, paintings, display panels of award winning Iowa buildings, scale models and, displayed for the first time outside of Des Moines, the lighted scale model of the Capitol complex as envisioned by the State Capitol Planning Commission.

Characterized by John Vincent, director of the Sanford Museum, as "providing an insight into the creative nature of the Iowa Architect as an individual," the collection attracted a great deal of interest from Iowans of Cherokee, northwest Iowa and around the state.

The A.I.A. produced film "No time for Ugliness" was shown to a select group during the show, accompanied by an introduction from chapter president James A. Lynch. The film is an exciting one and admirably fulfills its purpose to interest viewers in improving the environment surrounding us.





Planning For The New Learning Media

A two-year study of the kind of school buildings required for use with the new "educational media"—which range from simple slide projectors through language labs to data processing systems—has just been completed by the Center for Architectural Research, School of Architecture, Rensselaer Polytechnic Institute, Troy N. Y., under contract with the U. S. Office of Education. The first report is A Guide for Policy Makers. Reports for the design professions and a technical guide are to follow. These excerpts are from the Guide for Policy Makers. Morton C. Gassman, senior design coordinator at the research center and an associate professor at Rensselaer, was scheduled to speak in Iowa April 4 at the third Better School Buildings conference in Veterans Auditorium, Des Moines. The conferences are presented by Master Builders of Iowa with co-sponsorship of the Iowa Chapter, A.I.A., and the Iowa Association of School Boards.

Learning media, in the broadest sense, include the teacher, the book and the chalkboard, as well as television, motion pictures and slides. Learning media are devices or methods of varying sophistication which are utilized for organizing, presenting and storing information, and for encouraging appropriate learning responses.

The rapid expansion and development of learning media has been a phenomenon of this century, and the second world war can be identified as the major impetus. During the war, films, film strips, slides and records were perfected for helping to train the required civilian and military personnel. In the period following the war, the opaque and overhead projector and further refinements in film projectors were added. The 1950's brought the major development of television for education and more recently we have seen the growing use of programmed instruction, electronic-based information retrieval and data processing systems. From the listing of current media, one conclusion is evident: the educator has many—maybe too many—alternatives available as he structures learning situations with media.

The use of learning media in the educational process has always had an effect on the design of school buildings. The introduction of chalkboards into the classroom required appropriate viewing conditions and lighting; planning was often done carelessly and often not consciously, and the results were may inferior classrooms. The advent of slides and films required that a screen be introduced into the room, that a projector be positioned and powered, and that natural light be controlled by drapes or blinds. At that stage, the use of projected media was a periodic event and the provision of one or two special rooms in a school was a relatively satisfactory solution for such infrequent uses.

Learning media are now far more a part of the fabric of education, and may be employed every time a class meets. The concerns that media impose on educational facilities are far more extensive and significant than ever before. The optimum utilization of learning media requires conscious planning efforts and the development of new design concepts in educational facilities.

There has been an explosion of new ideas, new approaches, new techniques and new learning materials. These educational innovations, the roles that media play in them, and the implications for facilities, should be analyzed by the policy-maker before making building decisions.

The explosion of innocations has many fine aspects; it is providing educators with new ideas, new techniques and new materials with which they can provide quality instruction and learning; however, the "explosion" has raised some problems of its own in educational planning: Teachers and administrators are so beleaguered with choices and variations that many avoid the matter altogether, or get confused and make ill-advised decisions. Many look on an innovation, or innovations in general, as promotional gimmicks, as means to the bringing about of false savings, or only as ways of keeping up with "educational Joneses."

Some ideas or approaches are chosen without a complete knowledge of their implications, problems, or even basic conflicts with educational goals. Two innovations may be inherently contradictory; both cannot be effectively employed.

The spirit of competition among schools pushes administrators to haphazardly trying to outdo the neighbors. Schools must produce clear statements of educational policy and philosophy as yardsticks by which they can measure new ideas and approaches.

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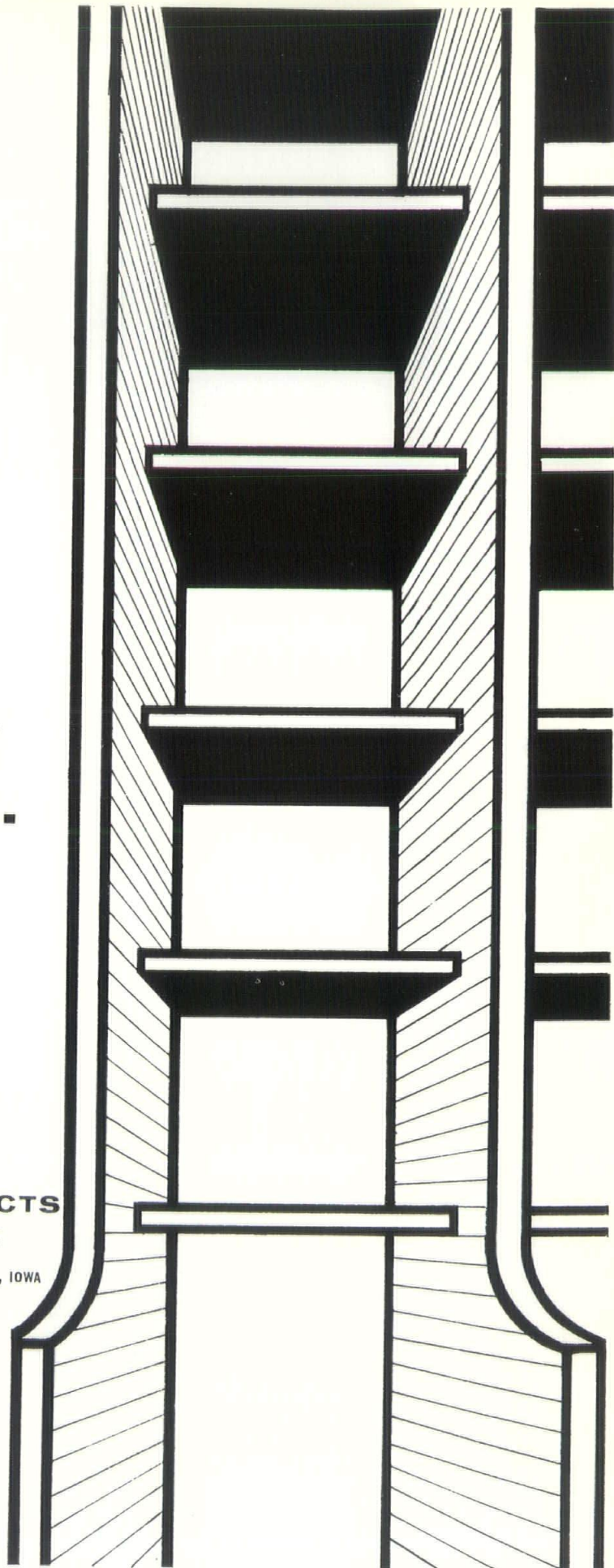


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While the number and variety of innovations are great, they can be classed in some broad groups. *Grouping*, bringing students together in groups of various sizes, for various learning situations; *Curricula*, revising curricula to allow for individual differences, learning rates and capacities, either in graded schools or nongraded groups; *Time*, reorganizing the school day into shorter modules and reorganizing the school year to cover more of the calendar year; *Staff*, more use of team planning and more planning and counseling rather than classroom supervision; *Resources*, ways to warehouse and call up books, slides, films, tapes, and charts, and ways to produce materials within the school; *Systems*, which applies systems engineering analysis to the educational process to ask "What are we trying to do?" "What is the best way to do it?" "Is this the best way for all concerned?" "Is it the best utilization of our resources?" *Media*, which can increase the realism and the dynamics of information, extend the experience of teacher and student and broaden the geographic limits of the school and region, and present information in a variety of ways to a few people or many, simultaneously or at differing times as desired.

The demands on our educational system require that every possible means of upgrading education be explored. The use of media forces educators to examine their goals and objectives more closely than before.

In spite of all that is said and written, learning media are not being employed extensively in American education. For every classroom with an overhead projector, there are hundreds without one.

Learning media are not "taking over" education; teachers will not be replaced by technology. Media broaden the spectrum of education; they do not, of themselves, provide an education. Even the most media-oriented educators recognize limits and valid restrictions and are simply trying to establish the most appropriate roles for media within the total educational process.

The teacher interested in using media today is faced with some real burdens—complicated and costly equipment, poor maintenance, inadequate supply of parts and replacements, immobility of equipment, lack of technical assistance, and improper facilities. These basic logistical problems must be solved school by school, teacher by teacher.

The amount of hardware available, the types and variations in equipment and the number of functions they can perform, are increasing and will continue to increase at a rapid rate. Unfortunately there is a tendency in selecting instructional equipment to overlook the need for matching the electrical characteristics and interconnection provisions of "hardware" items. Thus in many instances a school may find itself in possession of an oversupply of mutually incompatible items and will lack the facilities needed to implement its overall instructional program.

Staff members responsible for selection of instructional media hardware must keep themselves fully informed concerning the availability of equipment and components of interest to their institution. They should be fully qualified to match product functions and performance capabilities of equipment with requirements for achieving learning.

The greatest need is for the development of a single, economical system for distribution of good quality audio and color video. When such a system is available

for interconnecting facilities in buildings, between buildings and between institutions, then the ready availability of resources will become reality. The input for such a system must be highly flexible to include three-dimensional, moving and still materials; the output or reception must be equally appropriate for individuals, small groups and large groups.

The future should see the classroom teacher better prepared for and more sympathetic toward the use of media in day-by-day instruction. Schools of education will revamp or broaden their curricula, more inservice programs will be provided, and the teacher will find wide professional acceptance of media.

Dial-up systems for information are coming, but the information will be of the "ready reference" type. It is inconceivable that there will ever be a time when all information, regardless of remoteness and limited application, will be readily accessible through high speed retrieval systems.

The uses of media in contemporary education have a wide range of implications affecting staffing, leadership, budget and facilities.

It would be foolish to ignore learning media when planning contemporary facilities. Even if no immediate uses are planned, or if only minor uses are to be incorporated immediately, media will eventually be used during the life span of the building. Such future uses must be anticipated and planned; to ignore them will create handicaps and may actually prohibit the future effective use of media.

When a building program is first being considered, the policymaker must define present and potential uses for media in terms of the educational program, the character of the institution, the talents and development of the staff, the type of financial support, the existing institutions throughout the region, and the interests and motivation of taxpayers, alumni and the other influential groups.

Once the basic analysis of the role of media has been established, it is then necessary initially to provide facilities which:

1. will support media use
2. will provide an appropriate environment for education and
3. will later adapt and change as programs and methods change.

The planning of school buildings in which media are to be used requires great care in the detailed design and equipping of facilities. Every aspect of the total environment of a space is more critical when it is planned for the effective use of media. Lighting, acoustics, seating, shape, color, display surfaces and equipment controls all demand special attention.

Uses of media imply additional kinds of facilities not always found in more conventional school buildings, such as a variety of spaces in which students, teachers and media can come together in varying configurations.

Extensive use of media impose certain limitations on facilities design, layout and furnishings. Rather than attempting to accommodate the unique needs of large group, middle-group and small-group learning in a single kind of facility, it is probably advisable to recognize the uniqueness of these situations by providing a variety of facility types.

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"Multi-use spaces too often become multi-useless spaces." "Moving students among facilities, each specifically designed to accommodate a particular learning situation, is one answer to the larger concern with flexibility."

Use of media also implies a variety of planning spaces for teachers and staff. Faculties will use planning spaces for media preview and evaluation, as well as for coordinating and preparing instruction.

And there is a need for a variety of supporting facilities, local and regional, for the production and origination of media of all kinds.

These various types of space and consideration in their design (will be) are covered in detail in the second report in this series—A Guide for the Design Professions. It is necessary for the policy-maker to understand that not only is the design of space more critical, but that different types of space are involved when media are to be used effectively and efficiently.

Finally, it is possible when planning schools with media to become too concerned with the details of equipment, budget, administration and not enough with educational programs.

Any planning begins with a definition of educational purpose and intent; educational facilities and equipment are simply part of the means of implementation. Educational goals dictate school planning and design; not equipment or other details. "In visiting colleges and universities in various parts of the country," comments Len Singer, director of learning resources at Brandeis University, "I see an unfortunate rush to get on the bandwagon and build facilities and buy TV projectors and install student response systems because it's the thing to do, even though they don't utilize them effectively or at all. This is building the spaces to accommodate the hardware rather than the students."

With educational objectives defined, and methods and media established, it is the process of architectural programming that establishes the contents and character of the school building.

There is one step in the design and building process for which the administrator and policy-maker must assume prime responsibility: the development of the building program. This is a vital task, too often incompletely considered or entirely overlooked. A truly successful educational plant can result only from detailed and complete programming.

Simple put, the building program is a statement from the administrator translating the school's philosophy and goals into building requirements. It defines with words and diagrams the people and functions to be accommodated, the kinds of facilities needed, and their relationships to each other. The program as a document appears deceptively simple, but programming is a complex process. It involves many groups often with conflicting interests—teachers, staff, administrators, taxpayers, other "influential" groups and committees. It involves complex, often conflicting statements of goals, philosophy and policy. It involves complicated financial, political and administrative factors. It involves hard work and diplomacy. For these reasons programming is often forfeited in favor of arbitrary, but painless, decisions.

The architect should be involved in the programming process. Not only can he lend professional assistance and aid in the process, but by becoming involved in the early stages he will have a better understanding of the needs and problems behind the program.

"We find there isn't enough time allowed for the planning process," comments Dr. James MacConnell, director of the school planning laboratory at Stanford University. "People go without a school for years and years, then all of a sudden they want it built yesterday and the architect gets caught. If we're going to build a school in 1970, we try to get people to start on it in 1966."

The building program (educational program for a building) is to the architect as the lesson plan is to the classroom teacher; without it, the result can be ineffective and wasteful. All that goes into any building is the best informed knowledge brought to bear by the group concerned with it. Programming is the process for insuring this transfer.

As means of obtaining a cross-section of authoritative opinion regarding significant current trends in education and their impact of facilities, three invitational seminars involving a total of 30 people were conducted—one each on the elementary, secondary and higher education level. In view of the fact that there has been no preliminary exchange of thoughts, and no formal papers prepared, the opinions expressed were mutually supplementary and reinforcing to a surprising degree. The following comments highlight matters of chief concern regarding facilities:

Planning and Design: The greatest need in education today is for planning, on all levels. Planning for facilities should be as thorough as, and an extension of, the school's educational philosophy.

A school should be built three times: once by the educator in his program, once by the architect in his planning, and finally by the builder in the appropriate materials. Too often we forget about the first step.

Necessities of financing have too long perpetuated dull, uninspiring educational buildings. We must begin to realize there is "something special" about learning—and it should be reflected in facilities.

A Learning Environment: Facilities should do more than house students. The school should provide a real "climate for learning." Architects and educators alike have given too little thought to what gives a building "child appeal." Why not different forms of space, different materials, different finishes that will create different sensations of experience?

It is a prevailing opinion at the seminars that each student should have a place in the school to call his own, a place to study, to keep his possessions, to receive resources, etc.

Planning for Change: Everyone at the meetings recognized that the only real constant in education today is change, but there are widely varying opinions on how this should be reflected in facilities. The "flexibility" camp suggests that all partitions should go and space in the building be "infinitely changeable." Others feel that "flexibility" is an overworked term, a cliché too often used to cloud the issues or hedge against the future.

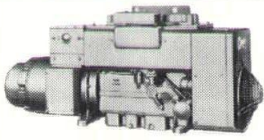

Perhaps a compromise—and maybe a new term, "adaptability"—is the way to describe this essential requirement. We know things will change, and we should accommodate this change as easily as possible. We should provide a variety of spaces, some expandable, with a variety of environments. We should construct our schools so these can be changed in time—perhaps from year to year—to allow for changing curricula. We should construct some of them to change from hour to-hour, some from day-to-day.

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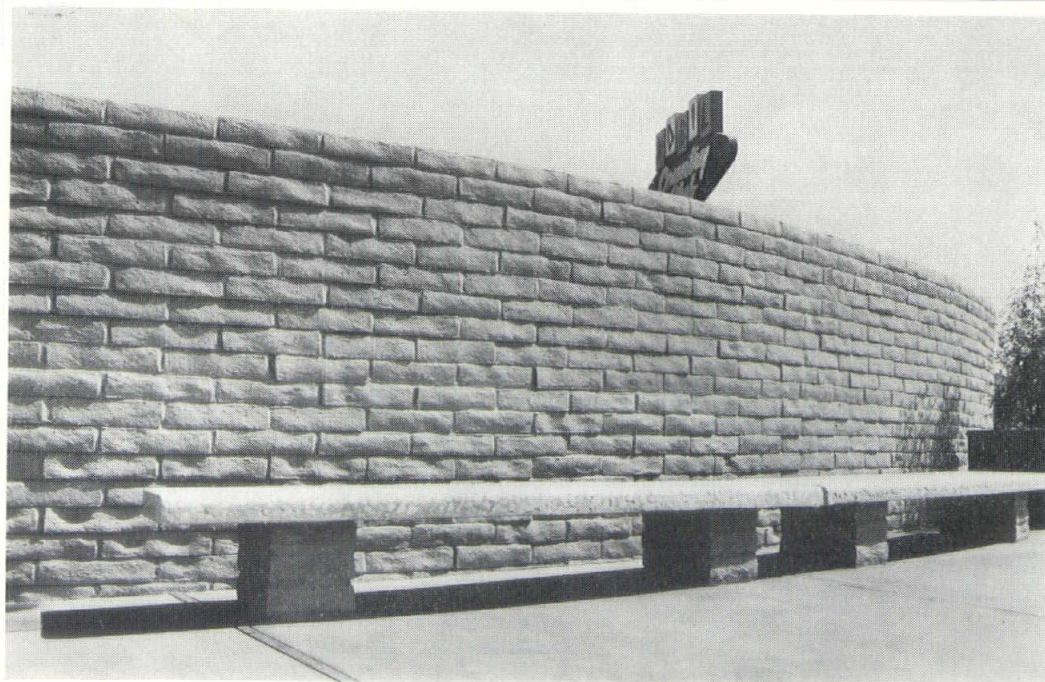
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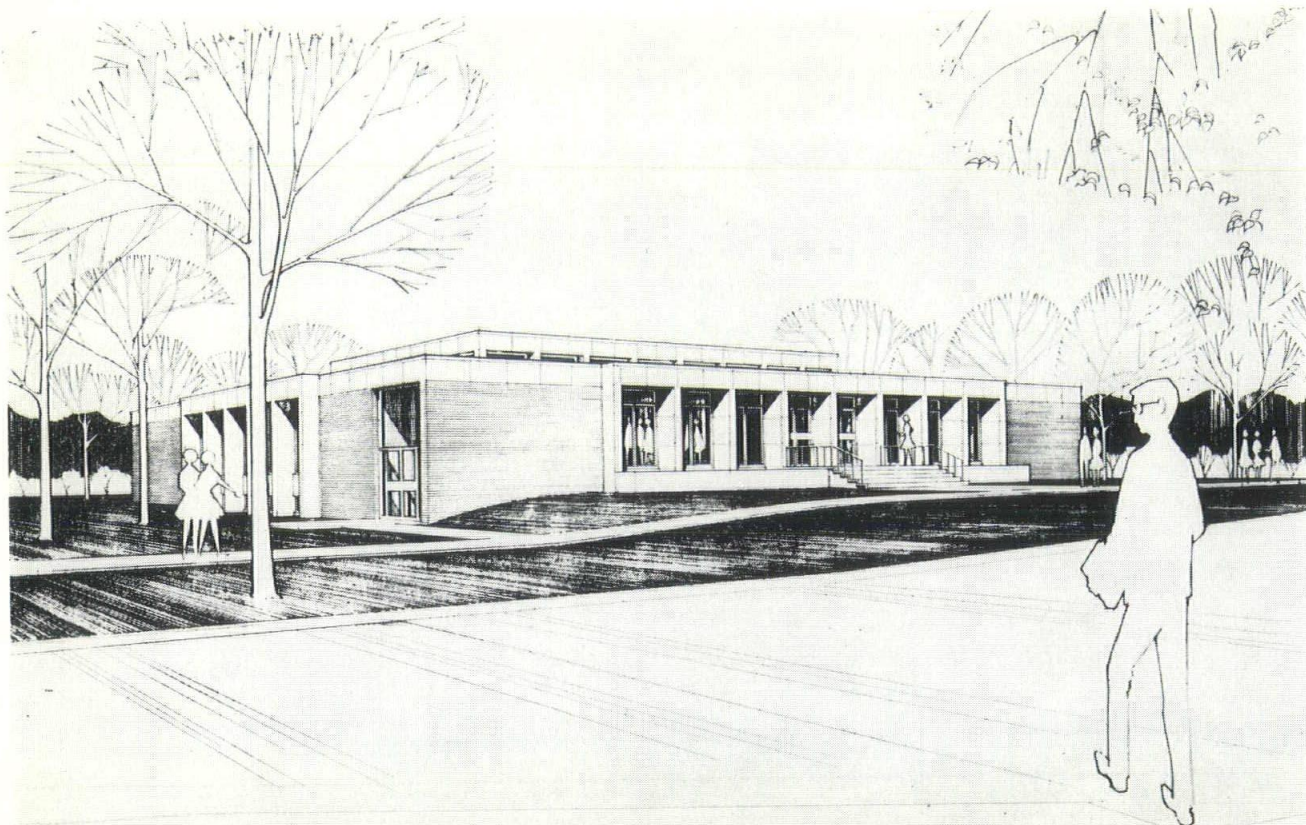
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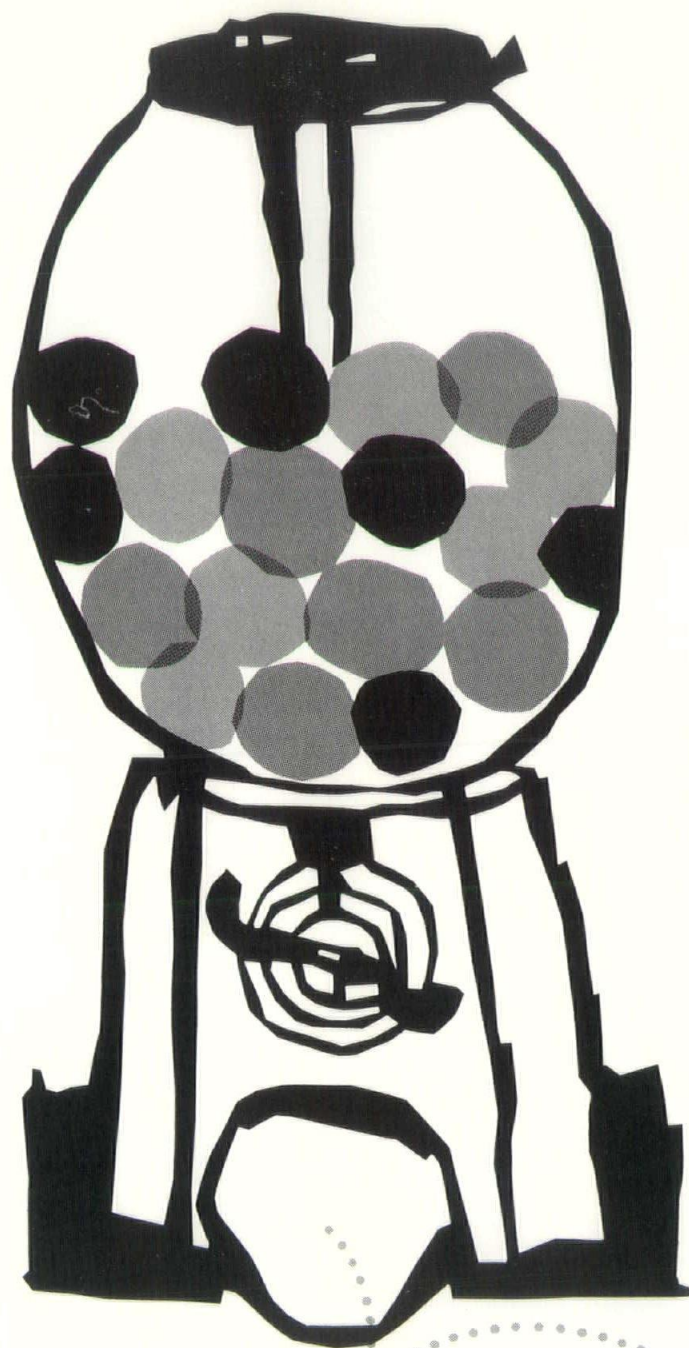
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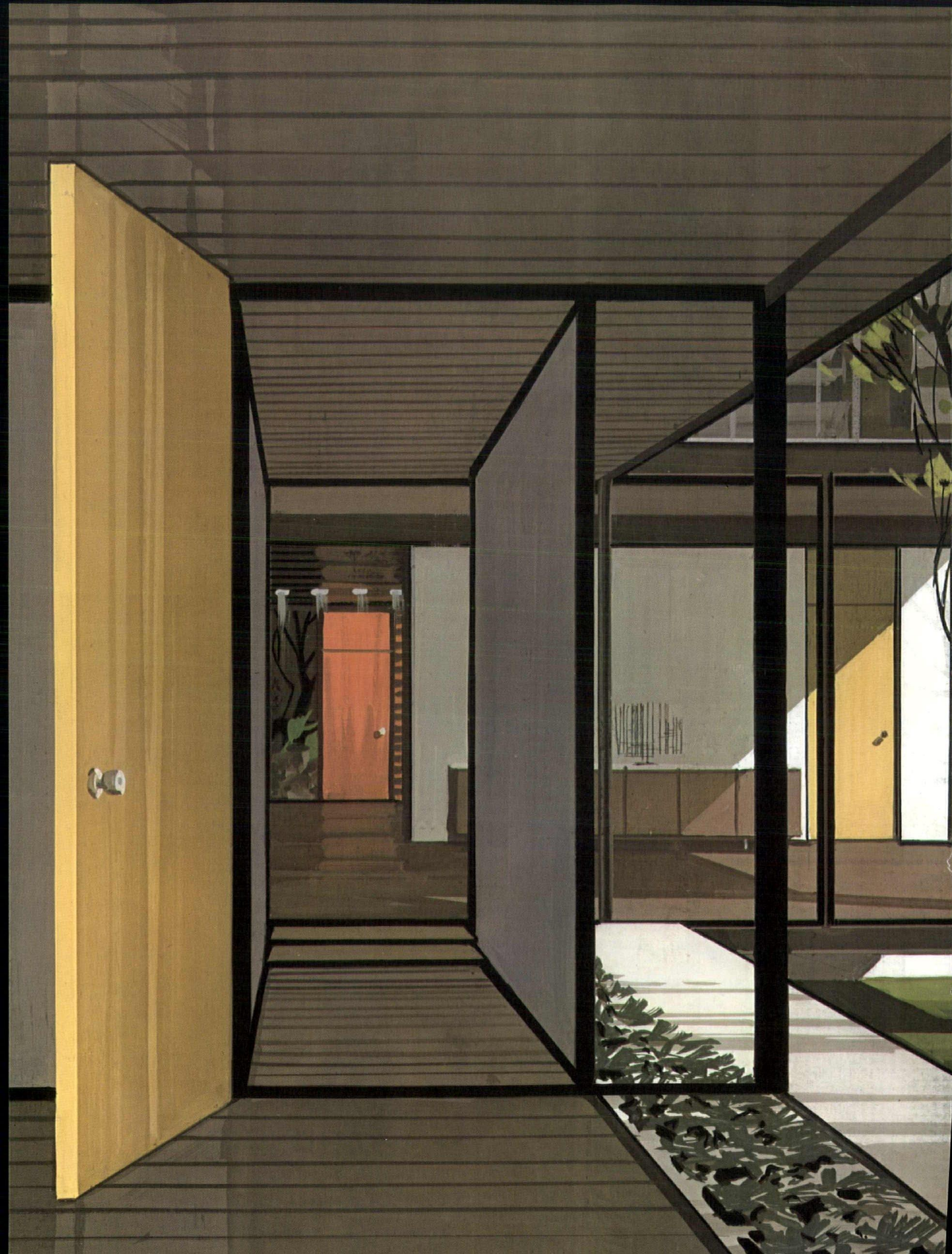


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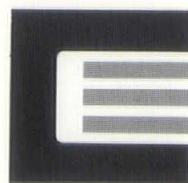
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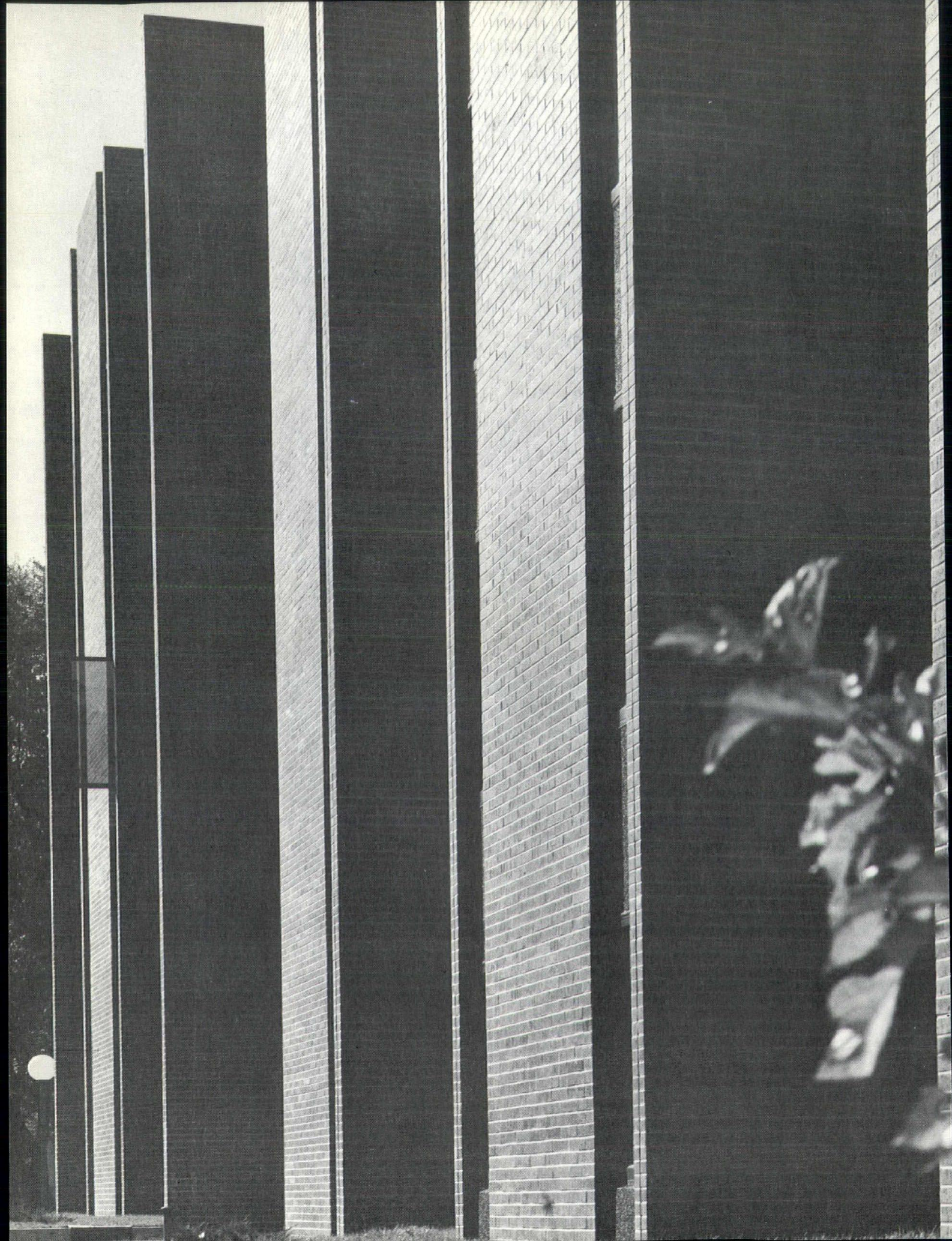
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The 1966 Honor Awards

The annual awards of the Iowa Chapter, A.I.A., For design excellence.

The jury: Donald Hanson, A.I.A., chairman of the jury and Chairman, Department of Architecture, Chicago Circle Campus, University of Illinois, Chicago; Ben Weese, A.I.A., Partner, Harry Weese and Associates, Chicago; and Stanley Tigerman, A.I.A., Architect, Chicago.

Overleaf: A portfolio of plans and photographs of the award-winning designs.

THE REPORT OF THE JURY

The Jury was convened at the Department of Architecture of the University of Illinois at Chicago Circle, Wednesday, December 29th. In concluding that evening, after thorough review and discussion, it made 5 merit awards for excellence in design.

The Jury wishes to state that it had defined the term "excellence in design" not on the basis of geographic boundary, types of projects, nor on the relative quality of those projects submitted. These awards were made on the basis of the demonstrated success in solving the charged program requirements and inherent responsibilities uniquely, economically, rationally and appropriately. Appropriate to the nature of the project, not compromised by the imposition of the architect's mannerism nor compromised by distortion of the program by the designer to provide himself with an exercise disproportionate to the charge of the nature of the project.

The historians have recognized that the "taste-makers" have long played a major role in the direction and development of the arts. At times they have promoted and supported great strides in the development of the arts and at other times retarded growth for generations by establishing false criteria and low standards. Our generation is typified by mediocracy in constructing our living environments, i. e.; our failing urban centers and our ineptness in design to capitalize on the great scientific and technological development to date. It is not, therefore, surprising that our profession has done little in researching new concepts to meet the needs of tomorrow.

With the availability of mass communication systems and medias to carry the news of professional value judgments, this jury sought to assume the highest standards in selection of the award for presentation to the profession and lay public. All awards were made by unanimous selection of the members of the jury. We, the jury, believe that these award projects will stand the scrutiny of all qualified quarters and bring credit to the architects of the State of Iowa.

In conclusion, the jury wishes to state that it was impressed by the level of quality of the submissions which reflects on the capacity of the State's architects and their ability to render judgment of their own work in selecting those projects to be submitted.

Opposite: Central College Women's Dormitory, Pella, Iowa.

Award of Merit

Project:

NORTHCREST RETIREMENT COMMUNITY

Location:

AMES, IOWA

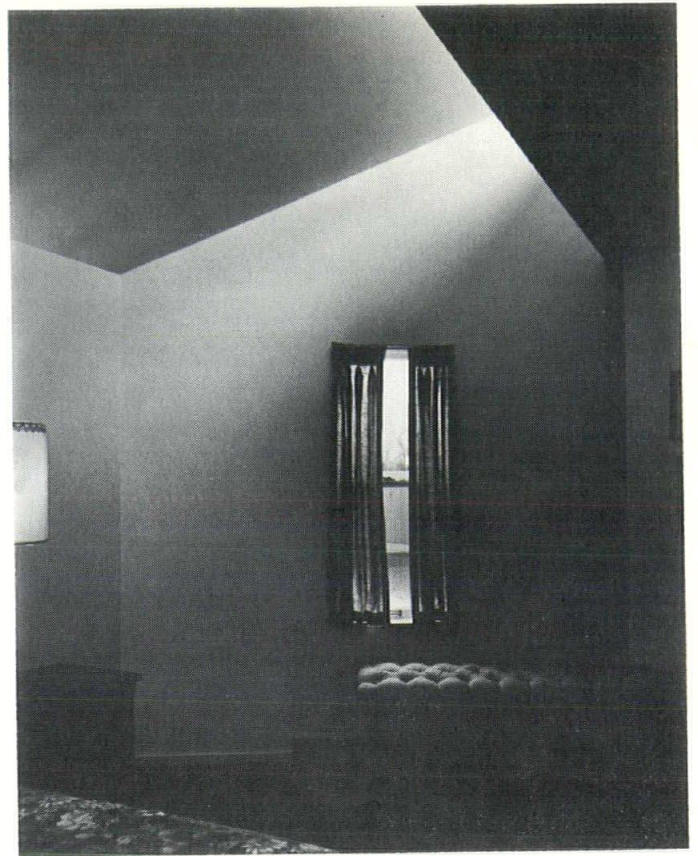
Architects:

BROOKS-BORG, DES MOINES

Photographer: Larry Day

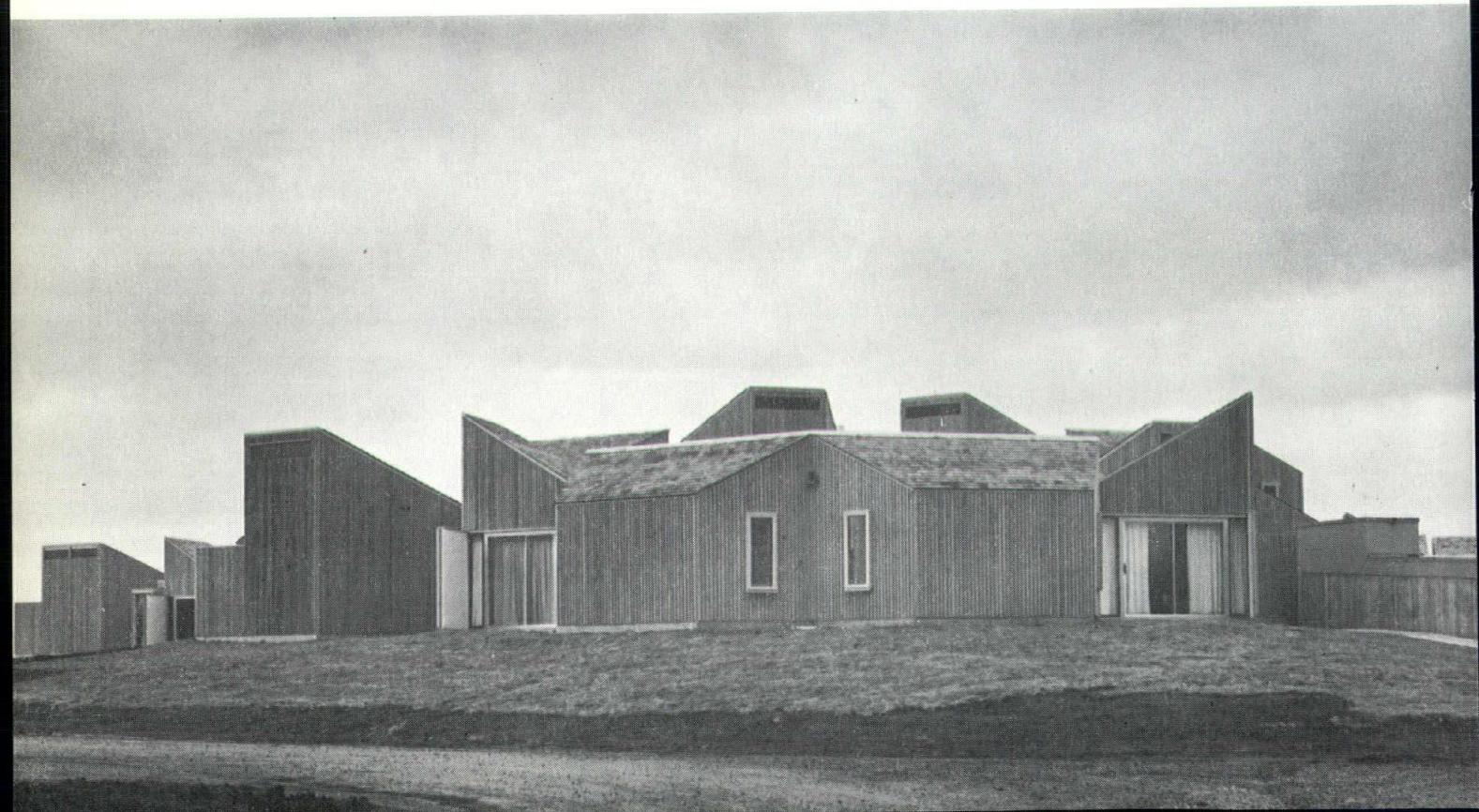
The site plan delineates a nine-stage development of which the honored project is phase 2, as indicated. Future phases will add high-rise housing, additional low-rise housing clusters, a nursing unit, and a community center-administration structure.

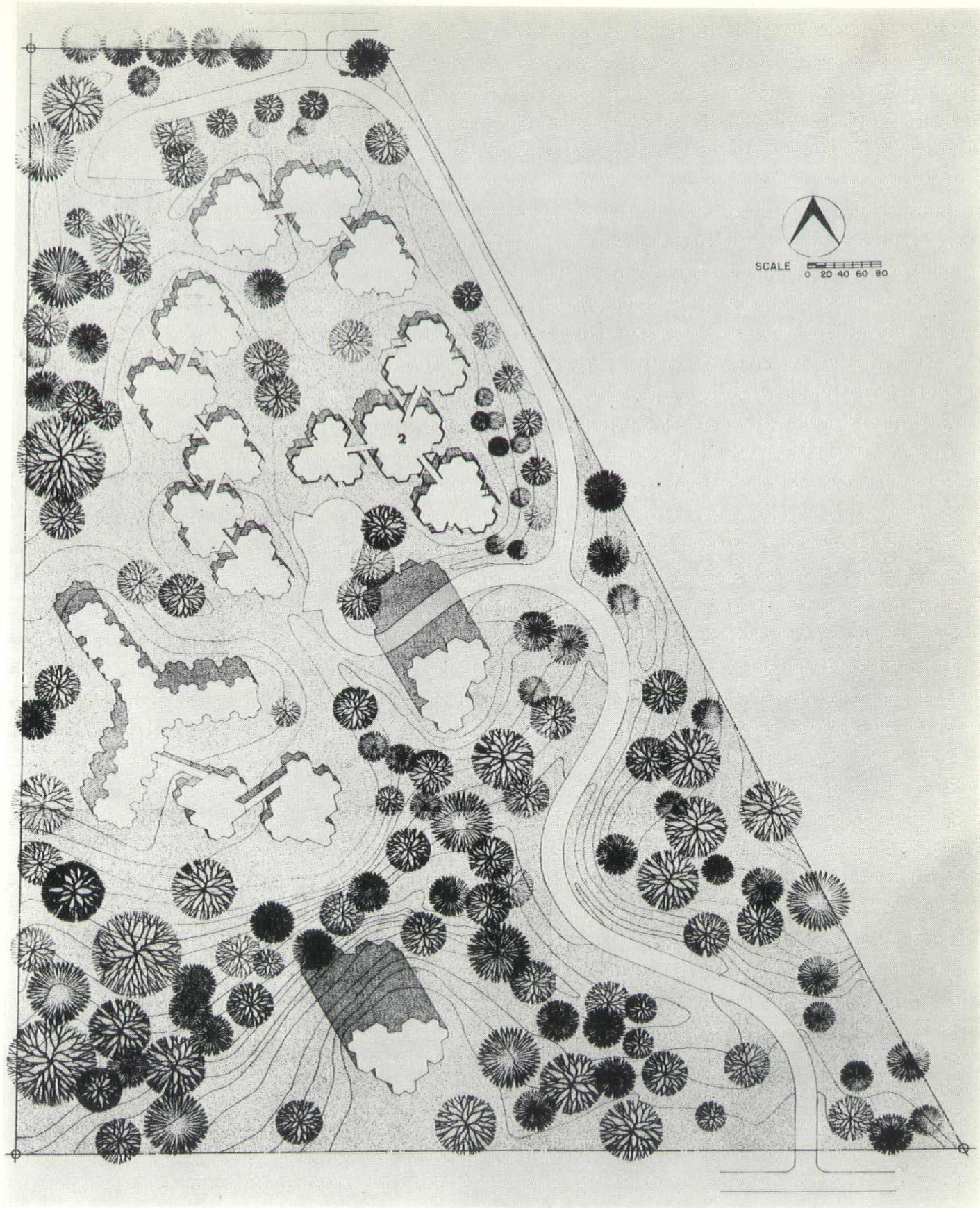
The building complex utilizes a prefabricated wood frame, enclosed by waterproof sheathing and finished with milled cypress ribbing and cedar shingles on the exterior. Interior finish is gypsum board; apartments have individual heating and air conditioning units.



Typical Apartment Interior

Exterior

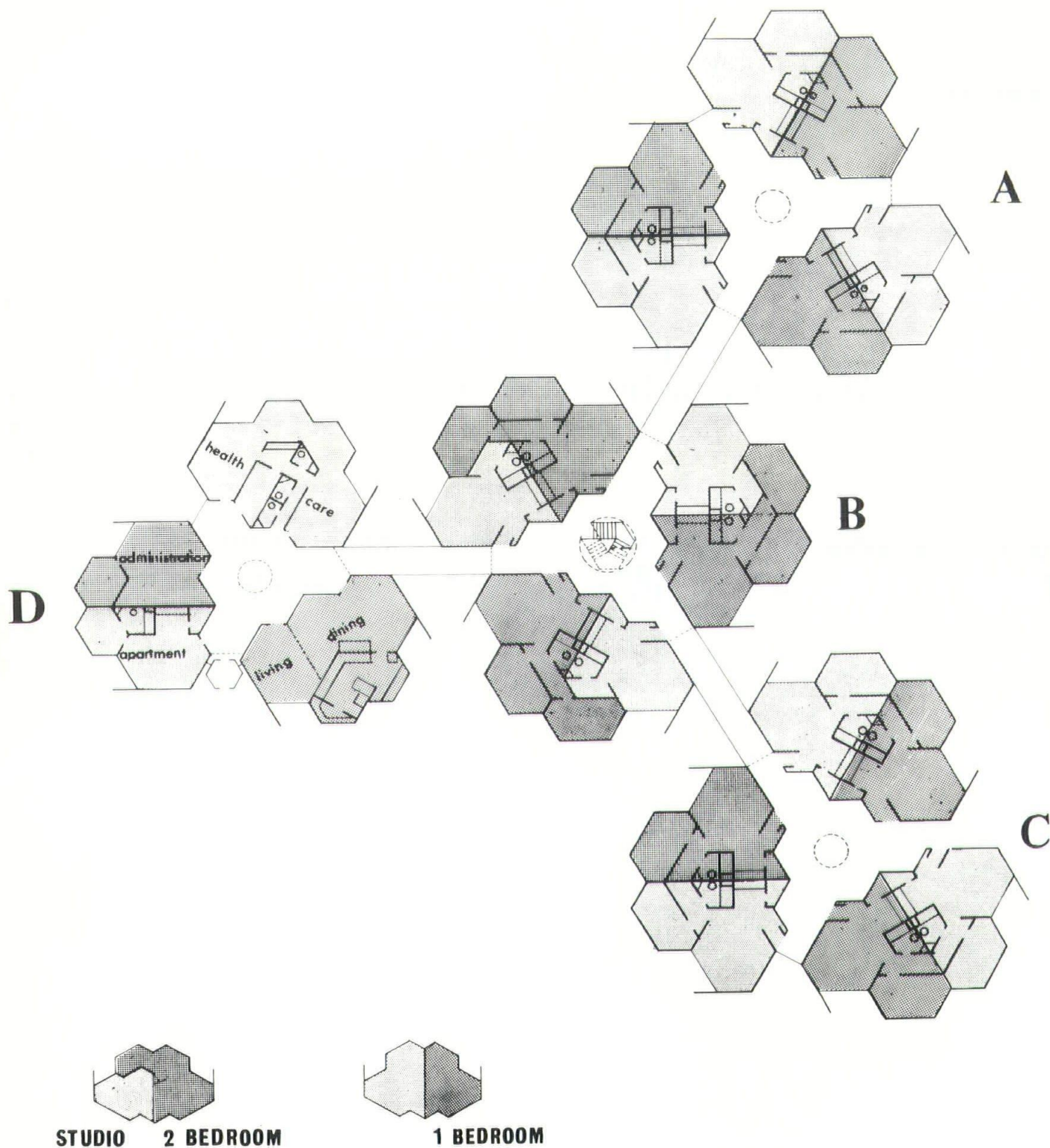




Site Plan

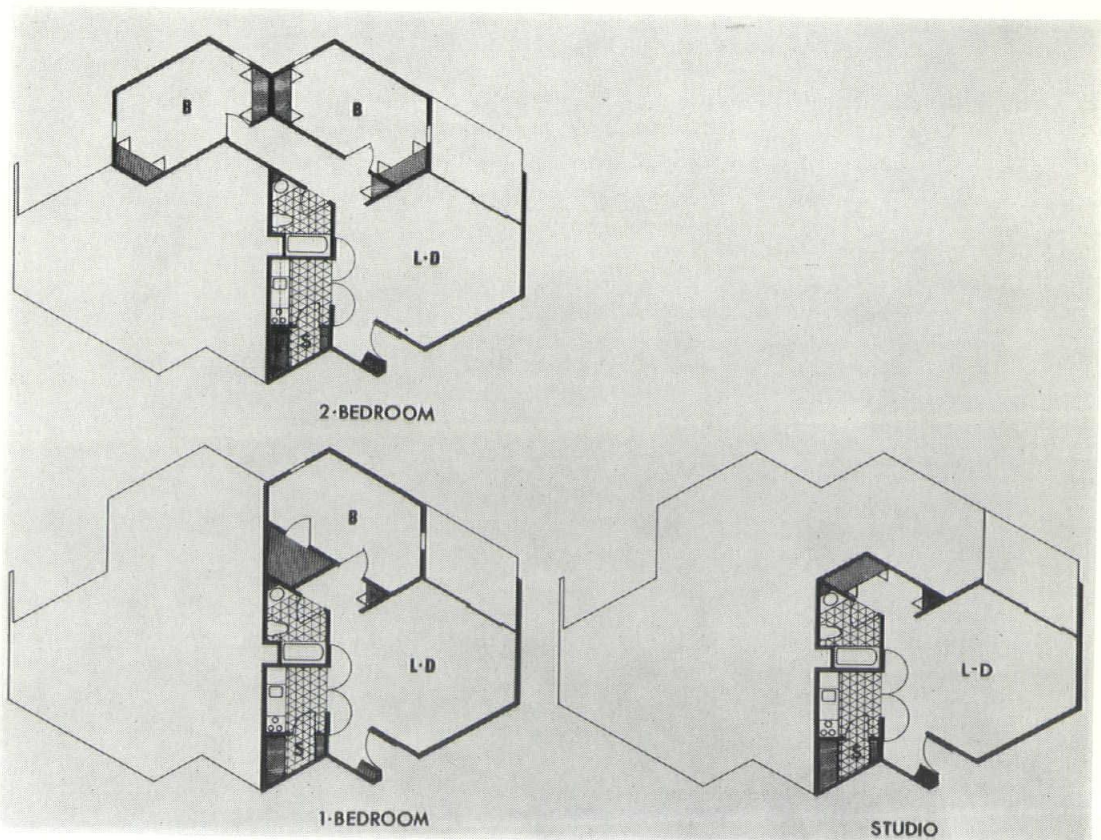
One-bedroom, two-bedroom, and studio apartments are clustered into building units A, B, and C, with building D being planned as a deluxe studio cluster. All are prototypes for future, low-rise structures. Building D has been modified to house temporary community facilities until future-phase community buildings are built. Garage facilities are provided in a separate structure.

Floor Plan





Core Area



Apartment Plans

Award of Merit

Project:

KITZMAN RESIDENCE

Location:

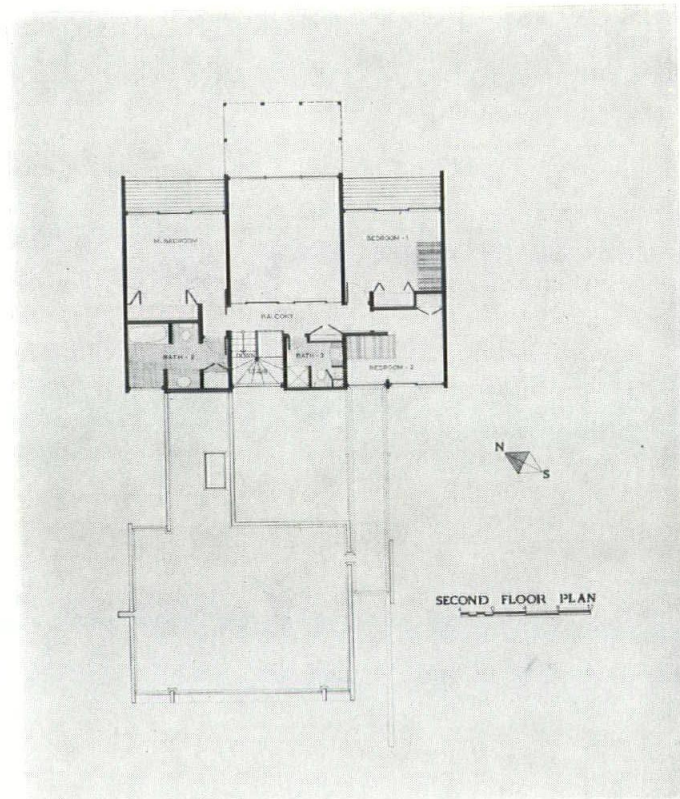
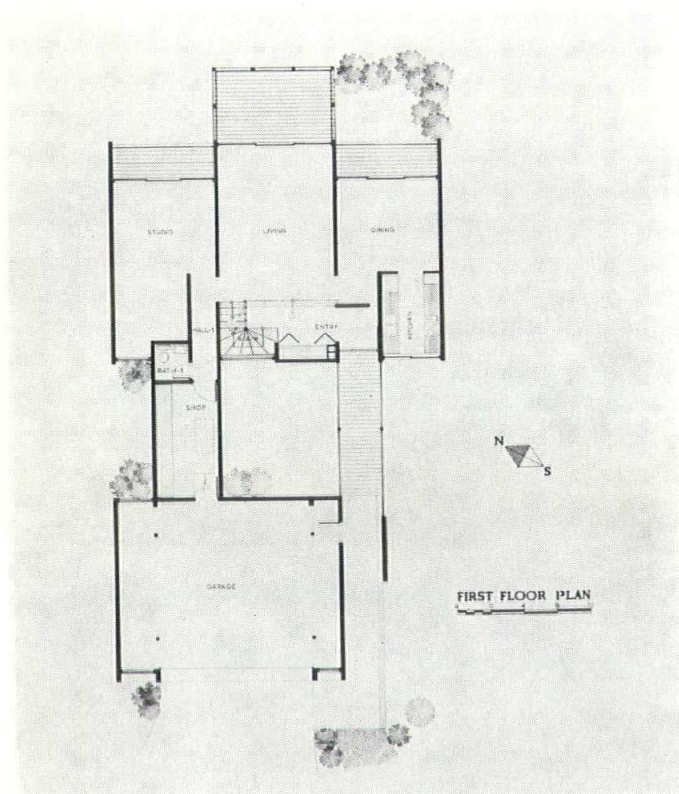
IOWA CITY, IOWA

Architects:

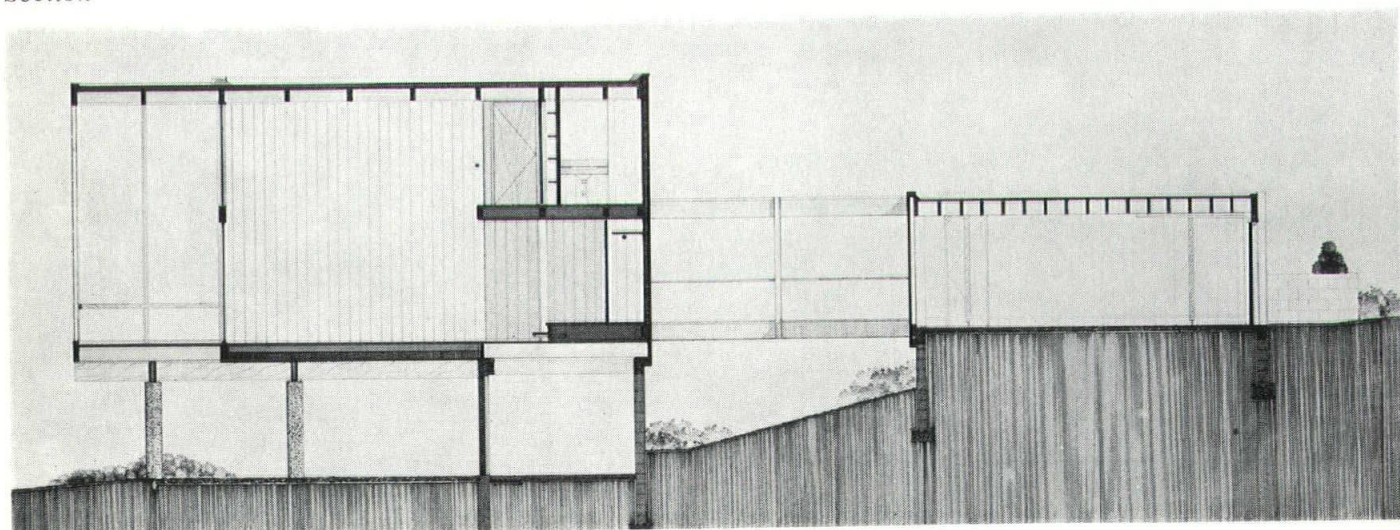
CRITES AND McCONNELL, CEDAR RAPIDS

The house was designed for a prominent young artist, his wife and three sons. An artist's studio is included in the design with a small shop adjacent to it for the framing of pictures. Set on a suburban site, the house overlooks the river valley below.

Floor Plans



Section





Construction is wood frame type, with a concrete block foundation, concrete piers, and laminated wood girders. Exterior and interior walls are sheathed with brushed, grooved cedar plywood. Floors and roof are cedar decking. The heating system is forced warm air type.

Photographer: Julius Shulman

Dining Area





Award of Merit

Project:

CENTRAL COLLEGE WOMEN'S DORMITORY

Location:

PELLA, IOWA

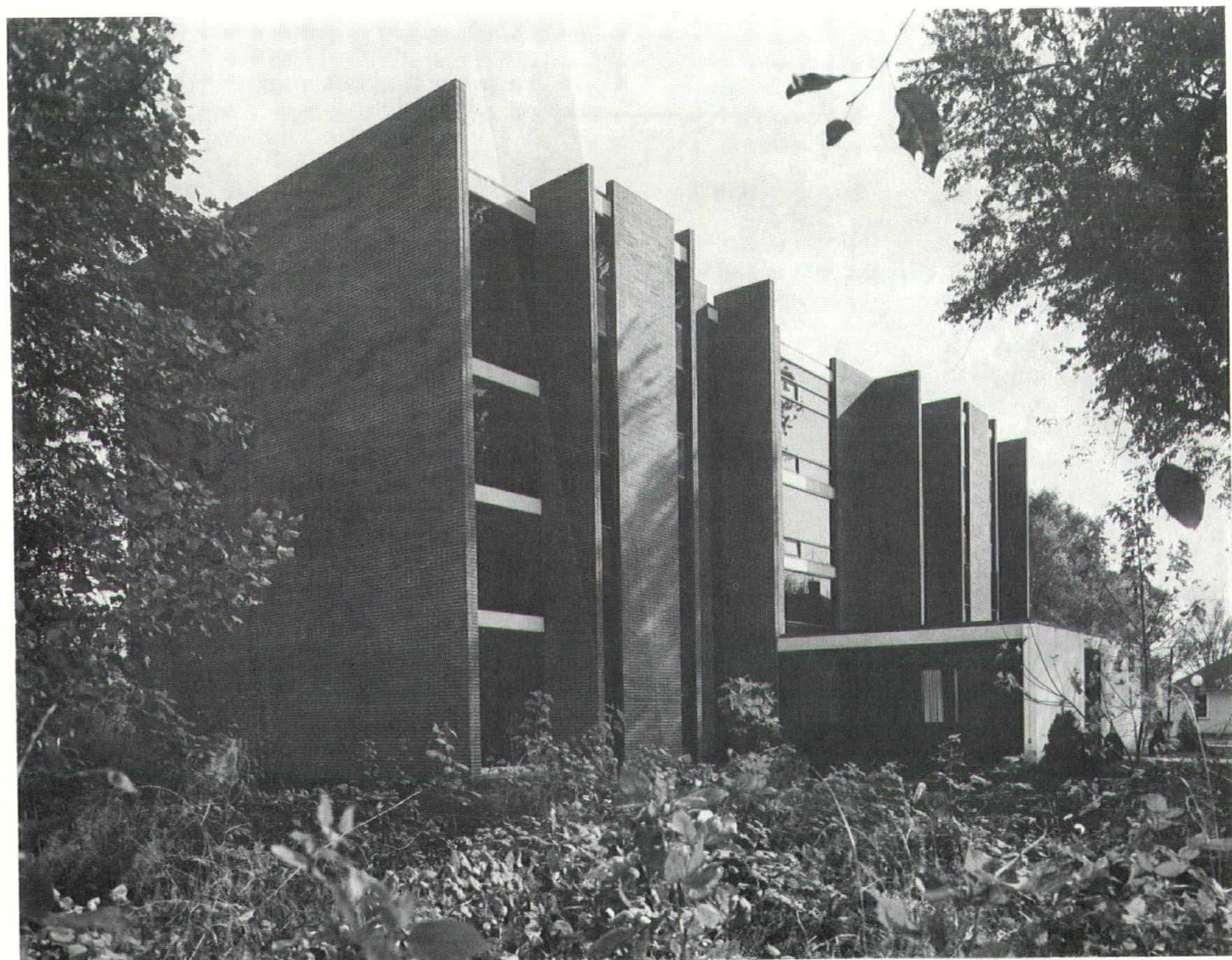
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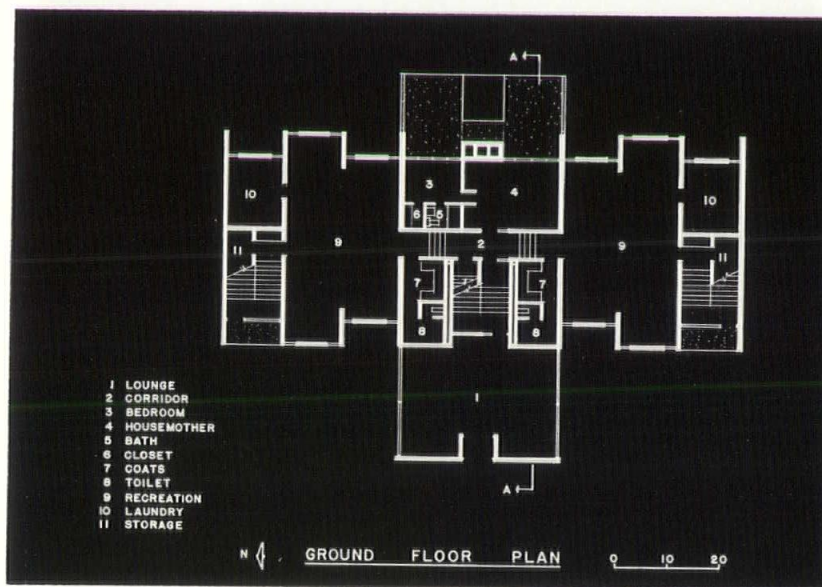
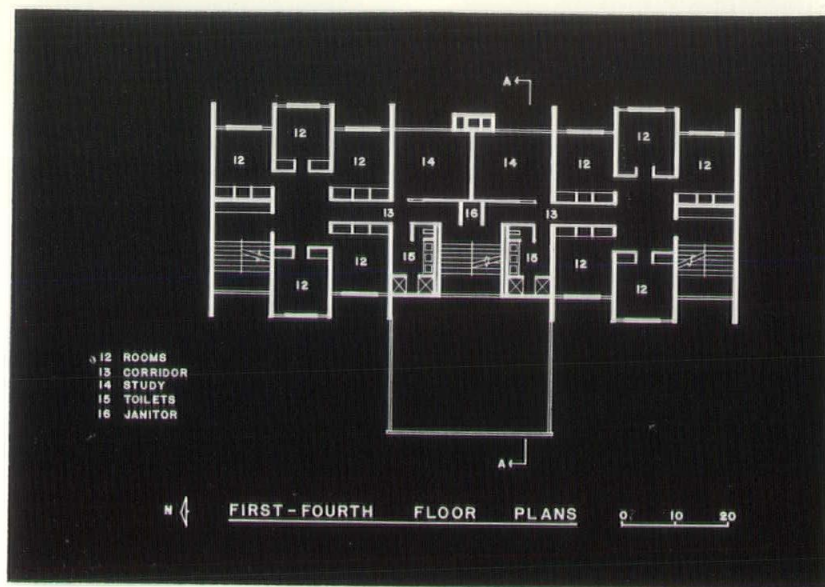
SAVAGE AND VER PLOEG, WEST DES MOINES

Photographer: Joel Strasser

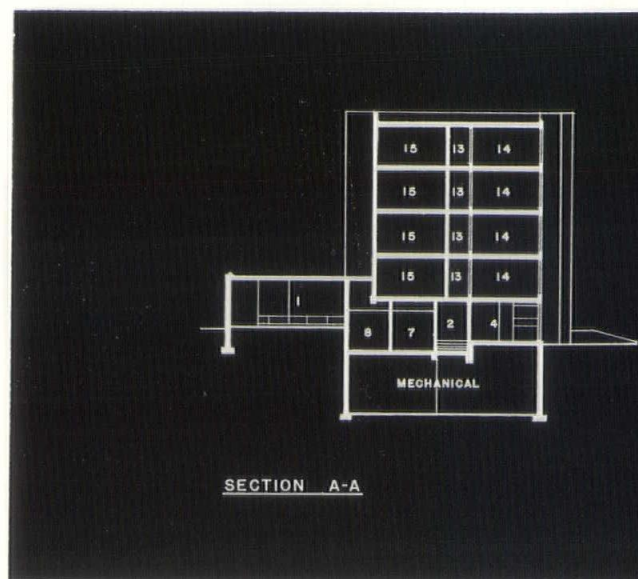
The building is the first of a three dormitory complex. Planned on the house system, the space is arranged to accommodate two houses of 40 girls, each house occupying a vertical half of the five-story structure. The lowest floor has common recreation and laundry facilities for each house, while the upper four floors contain the living quarters, toilets, and study lounges, with ten girls living together on each half-floor. A common lounge at ground level serves both houses.

Front Exterior





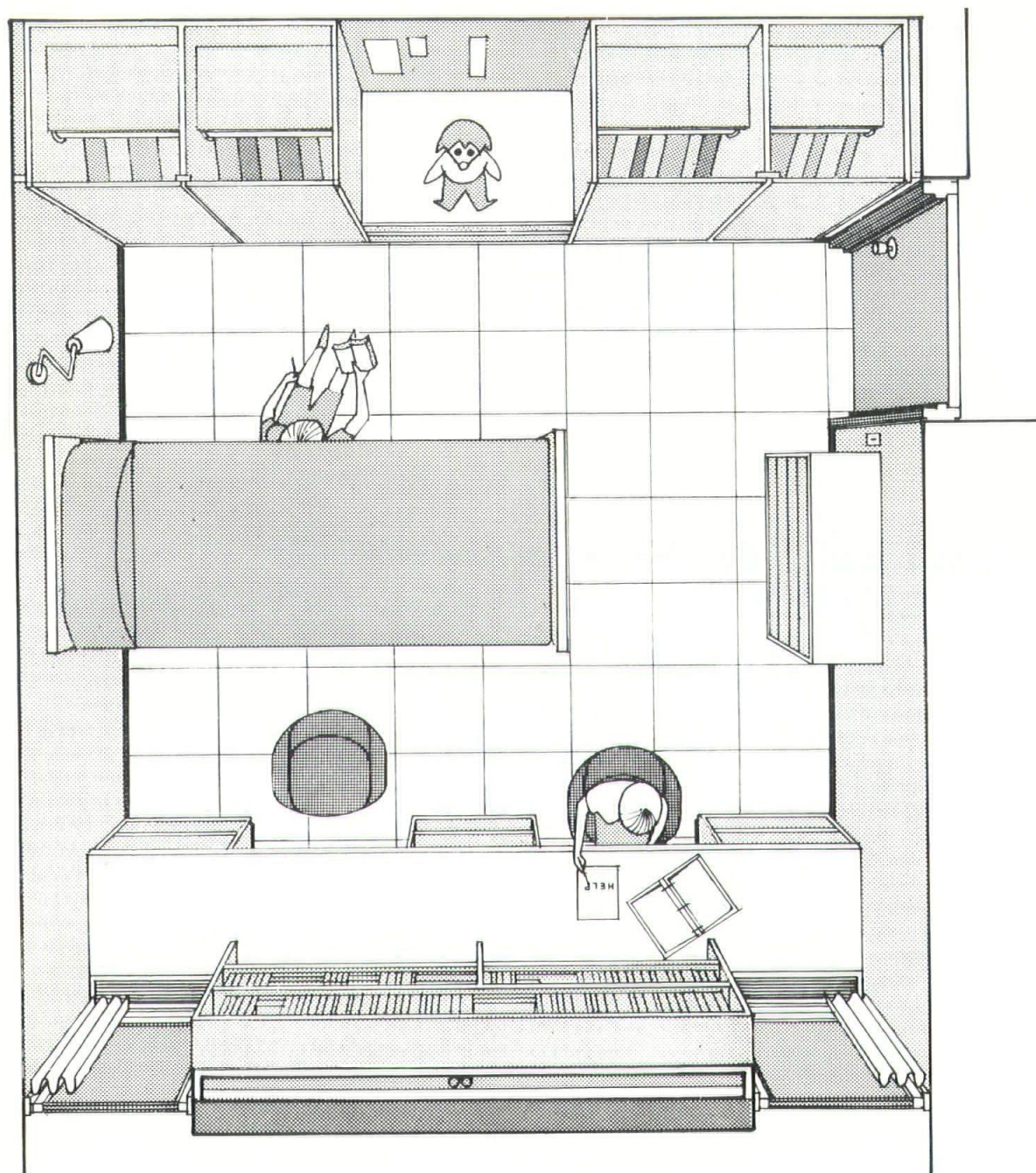
Floor Plans



Section

The structural system is one of brick bearing walls and prestressed, prefabricated concrete floor and roof slabs. Brick, grey glass in metal frames, marble-chip window spandrels, precast concrete spandrel beams, and cement plaster are the exterior materials. Plaster and brick are used on the interior, with ceilings having a textured finish coat. Mechanical system is hot water heat with remote fan and fan-coil unit ventilation.

Interior design and furniture selection were by the architects.



Student Room



Main Lounge



Rear Exterior

Award of Merit

Project:

BLAIR HOUSE APARTMENTS

Photographer: Larry Day

Location:

CEDAR RAPIDS, IOWA

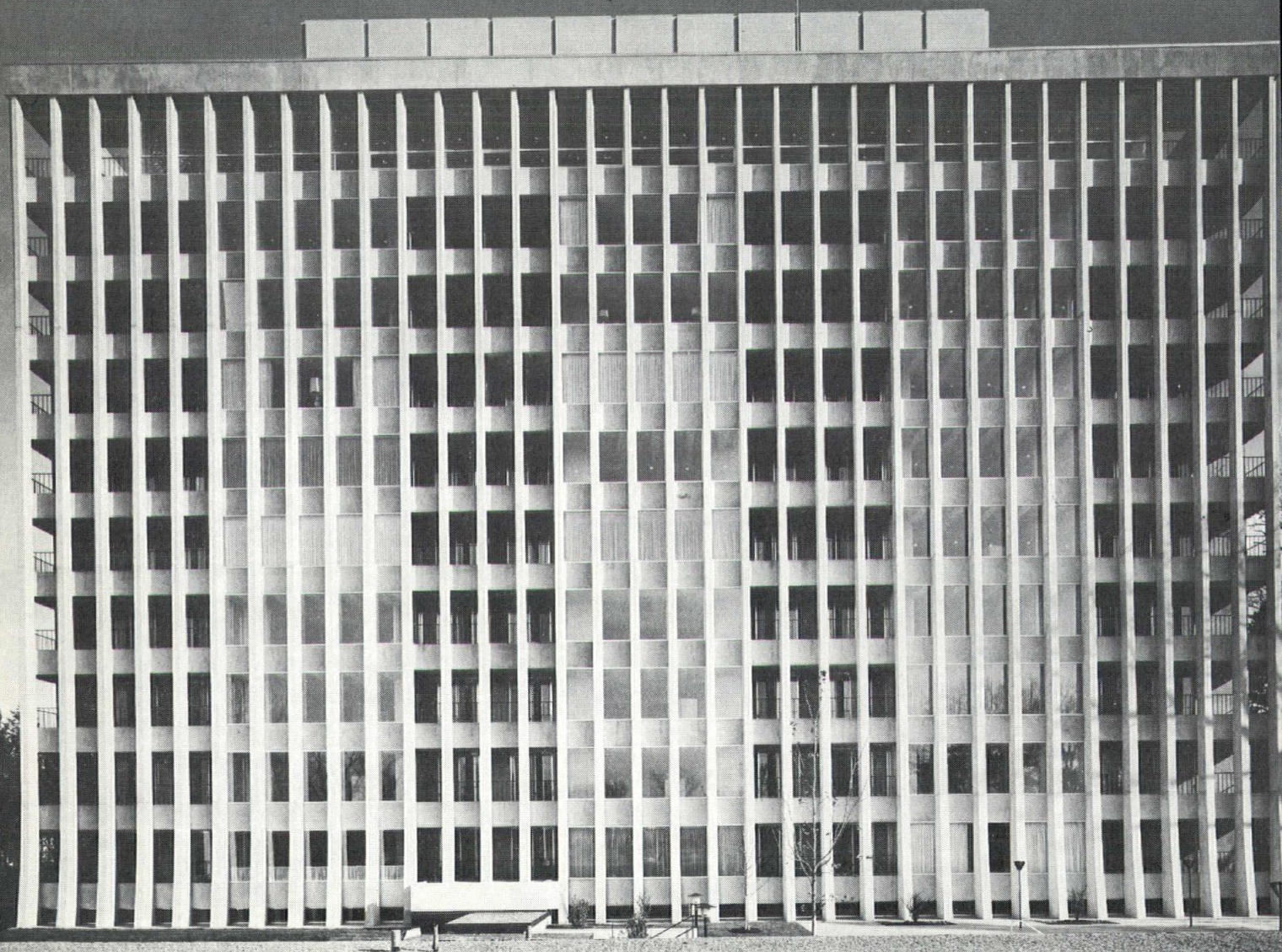
Architects:

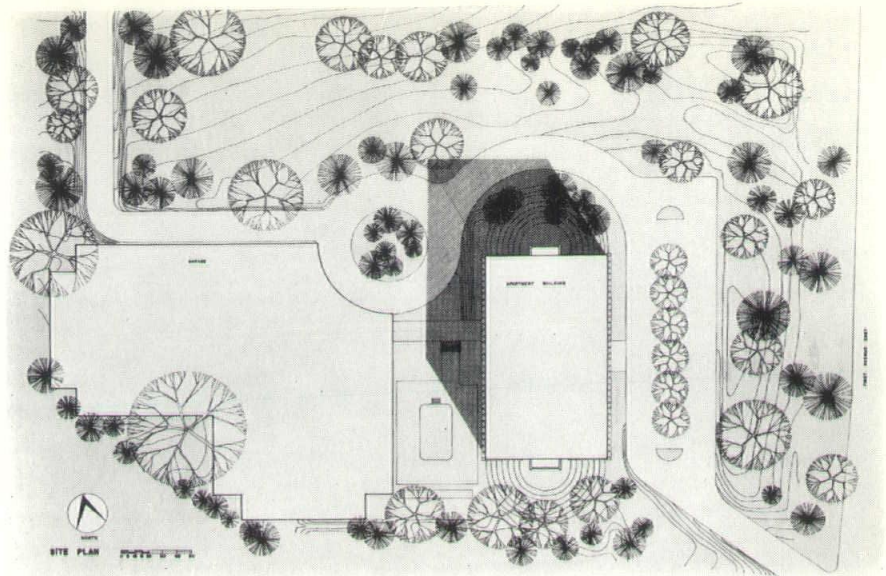
BROOKS-BORG, DES MOINES

Designed for, and primarily being occupied by a social group of relatively elderly, high income individuals and couples who have left their homes and are experiencing apartment living for the first time, Blair House is the first high-rise luxury apartment in Cedar Rapids.

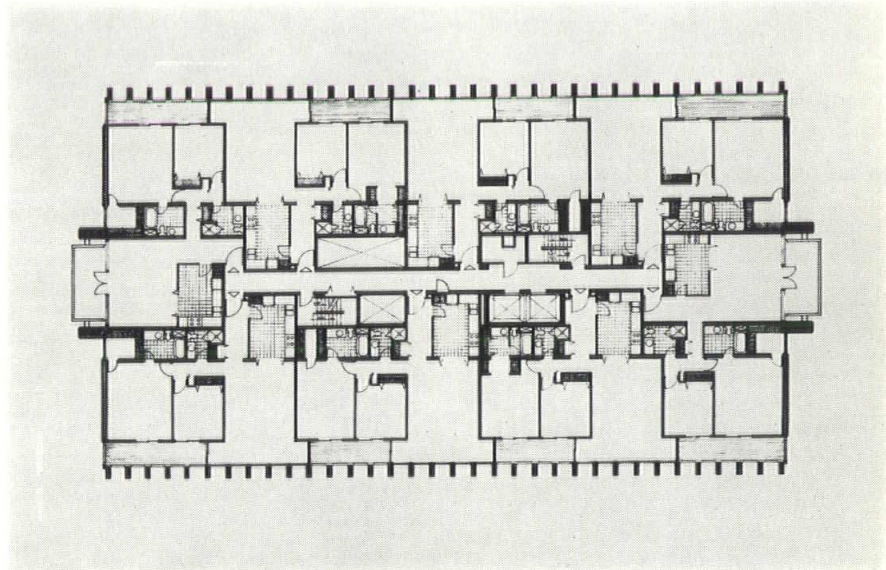
There are 74 apartment units, each with at least one private balcony. The great majority are two-bedroom of two basic types. There are some three-bedroom units, four penthouse apartments with higher ceilings, and two 2-story three-bedroom units at the ground floor. Floor areas of the units vary from 1200 to 2200 square feet.

Principal Exterior

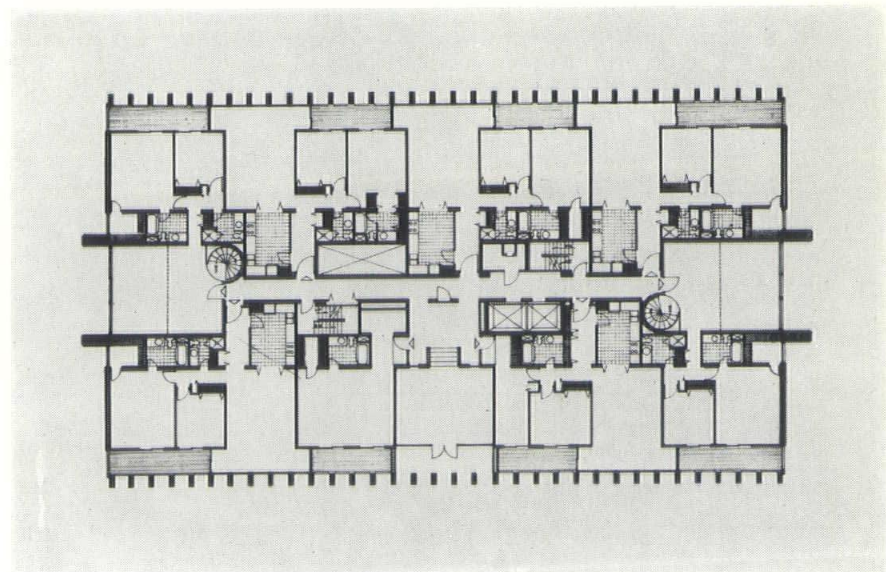




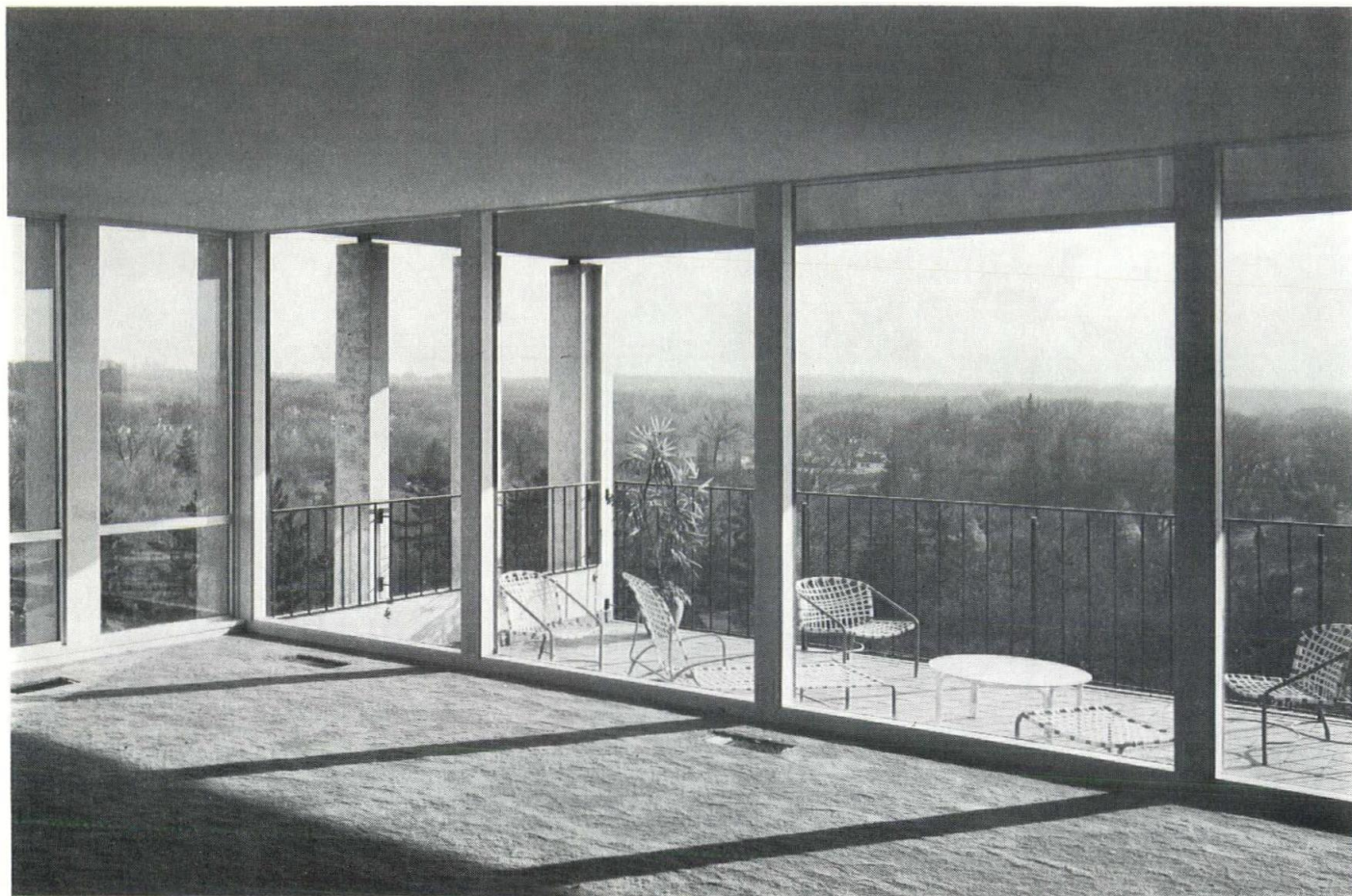
Site Plan



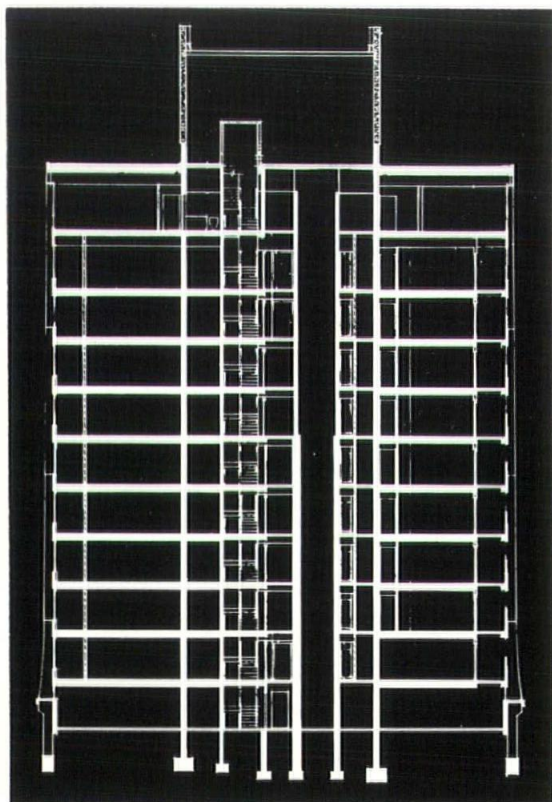
First Floor



Typical Floor



Penthouse View



Section

The structure is one of concrete footings on shelf rock; precast concrete struts and spandrels closely spaced to form an exterior bearing wall; six linear interior bearing walls; pan joist and flat slab concrete floor system; and steel joist roof system. Exterior non-bearing walls are finished in cement plaster; interior finish is plaster.

The mechanical system is a central, medium-velocity forced air type for complete heating and air conditioning.



End Exterior



Typical Interior

Award of Merit

Project:

DAVIS RESIDENCE

Photographer: Julius Shulman

Location:

IOWA CITY, IOWA

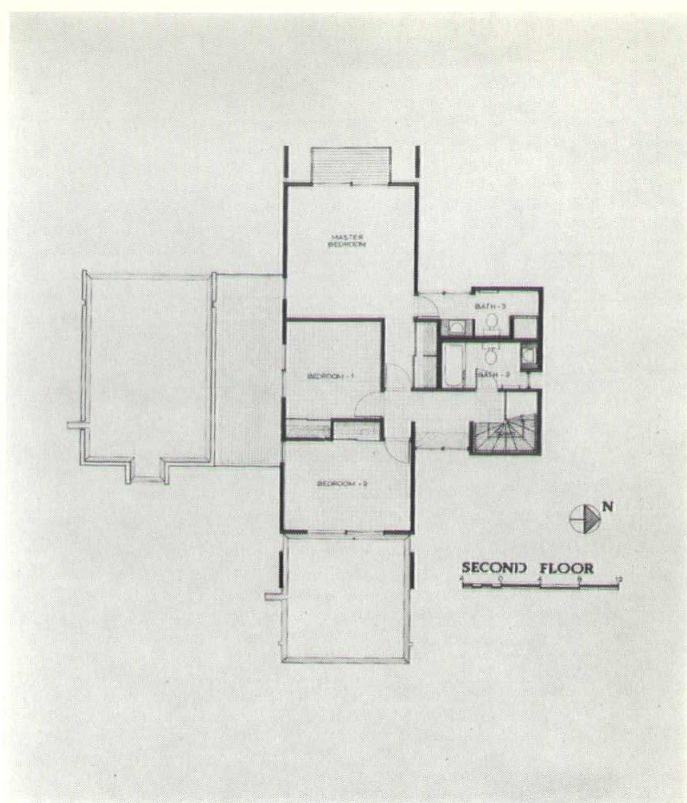
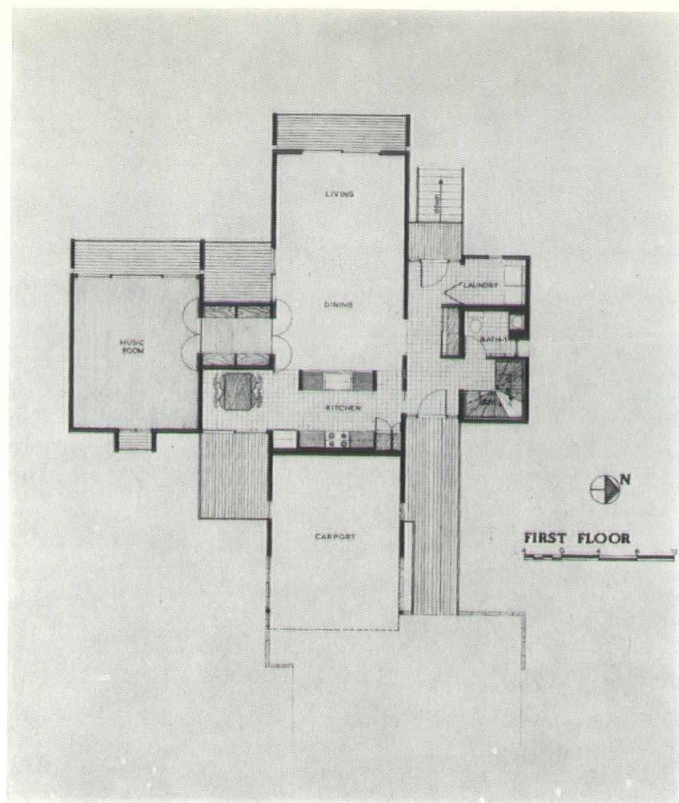
Architects:

CRITES AND McCONNELL, CEDAR RAPIDS

Designed for a law professor, his wife, and two children, the house provides for the entertainment of small groups in both the living and music rooms. The music room, requiring a higher ceiling, is as remote from other areas as possible, yet accessible from the living spaces.

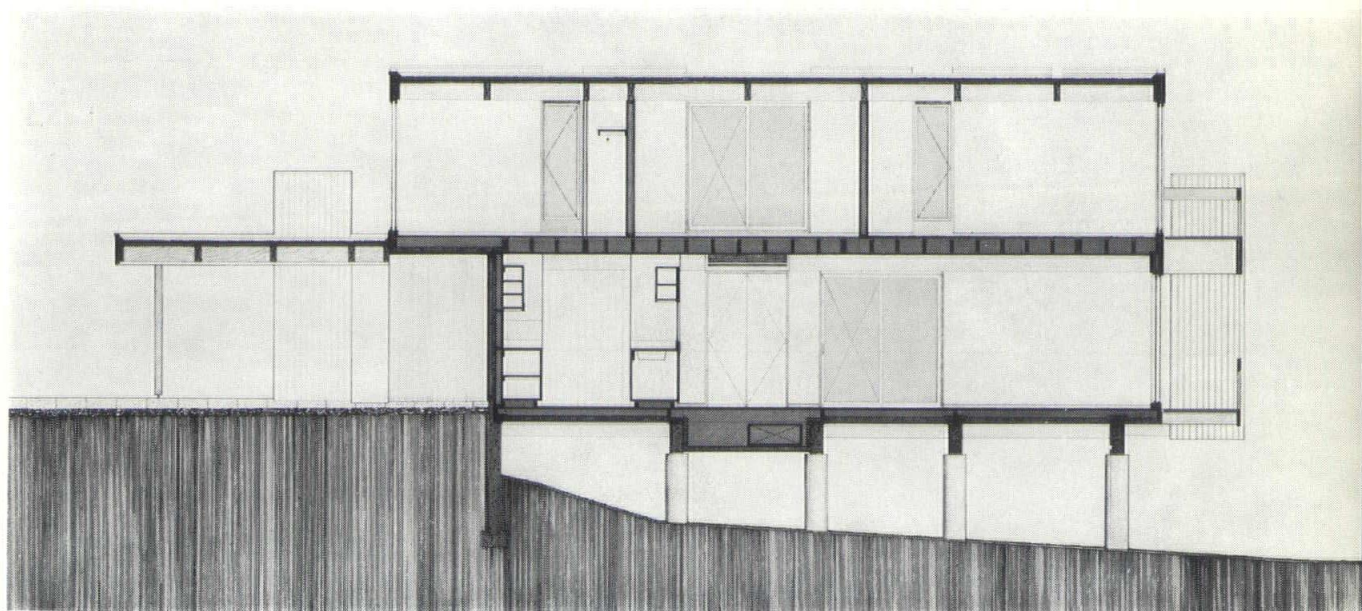
Front Exterior





Floor Plans

The structural frame is of wood, set on a poured concrete foundation, concrete piers, and precast concrete major beams. Exterior wall finish is cedar siding, while interior wall finish is cedar siding and gypsum board. Ceilings are also cedar, and floors are oak, quarry tile, vinyl and carpet. The heating system is forced warm air type.



Music Room



The site is located in an existing hilly and wooded residential area in close proximity to the University of Iowa. The house, located in a ravine, commands an unobstructed view of a wooded valley.



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"AGC REPORTER" WANTS LISTINGS

The Associated General Contractors of Iowa, Des Moines, recently revised the format of its letting service bulletin, the *AGC REPORTER*. The bulletin's listings are furnished free of charge to the members of the AGC and the Master Builders of Iowa, Iowa Architects and engineers, and governmental representatives.

Formerly published as part of the magazine *THE CENTRAL CONSTRUCTOR*, the bulletin became a separate publication in April of 1965, adopting the name *AGC REPORTER*.

One of the reasons for the format revision, according to Mr. Paul R. Sweitzer, Administrative Assistant for the AGC, is to allow the inclusion of more listings on buildings. Sweitzer indicated that the publication has a weekly circulation of nearly 900, including a large number of major contractors and suppliers, and that Iowa architects are encouraged to contribute to the listings as a means of attracting as many responsible bidders to their projects as possible.

A supply of forms for listing project details was sent to Iowa Architects last year. Further information is available from the editor, *AGC REPORTER*, 300 Hubbell Bldg., Des Moines, Iowa, 50309.

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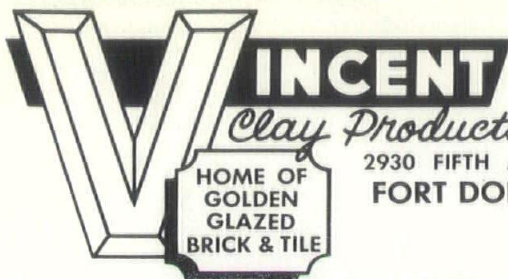
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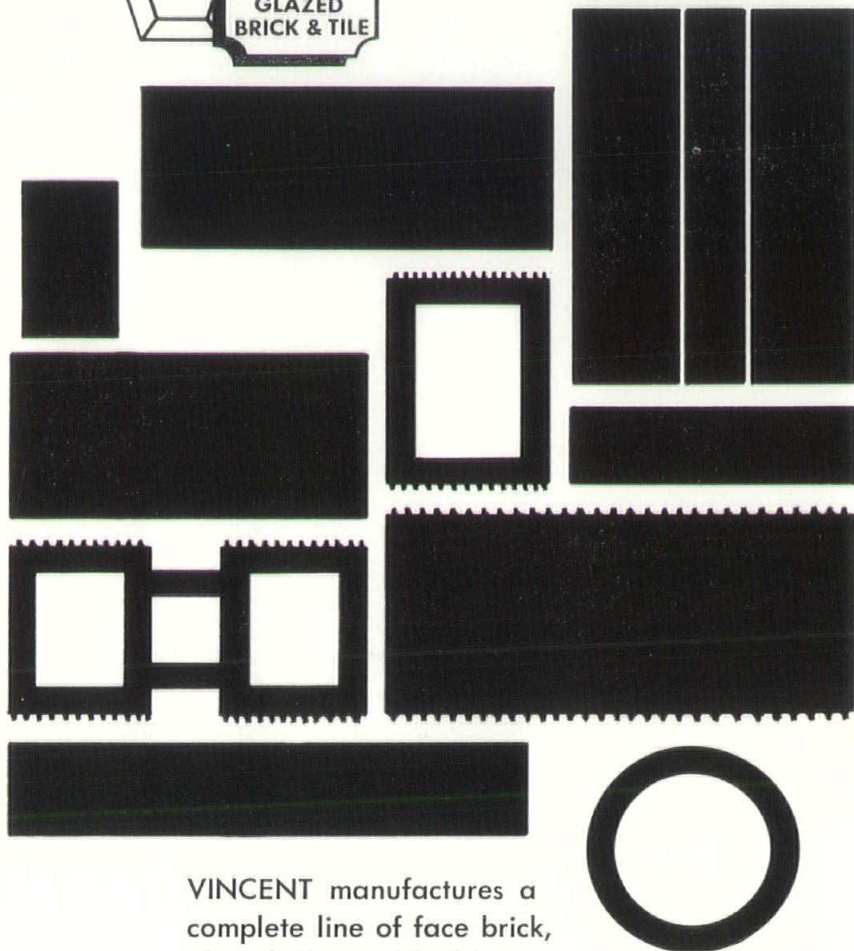


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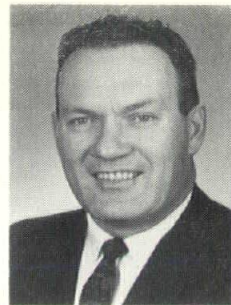
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A.I.A. EXPLORES METHODS OF CRITICISM

The American Institute of Architects recently took major steps to develop methods of informed architectural criticism as a stimulus to the creation of better architecture.

The Institute's Board of Directors, holding its annual winter meeting at AIA headquarters in Washington, D. C., authorized the exploration of programs for educating the general public to understand the difference between good environmental design

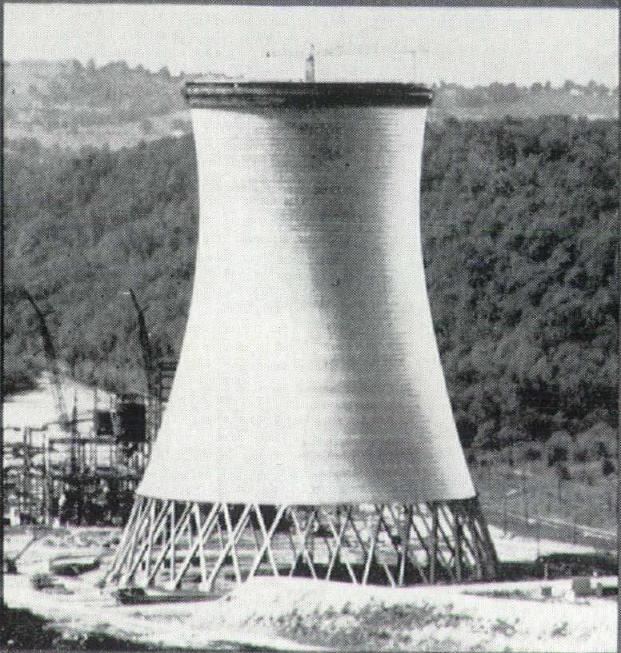
and inferior design. As part of this instructional effort, the AIA Committee on Aesthetics, which received the assignment, is to investigate the possibility of granting Institute fellowships in architectural journalism to talented writers who may be potential architectural critics.

The Board's actions were taken in response to a report prepared by the aesthetics committee which declared, "Good architecture cannot be created in a vacuum; the reaction to an architect's works by his fellow practitioners as well as the general

public may be considered an integral part of the function of a building as a work of art."

Criticism by an individual architect of fellow architects' work is limited by the AIA's professional code of ethics. The authors of the report believe that effective criticism may be conducted within the framework of the mandatory rule stating, "An architect shall not knowingly injure or attempt to injure falsely or maliciously the professional reputation, prospects, or practice of another architect."

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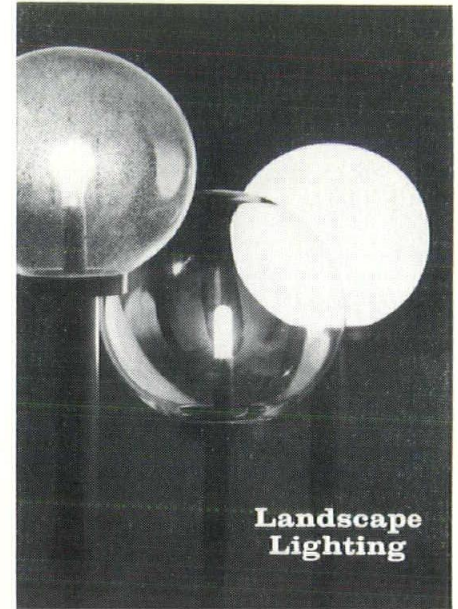
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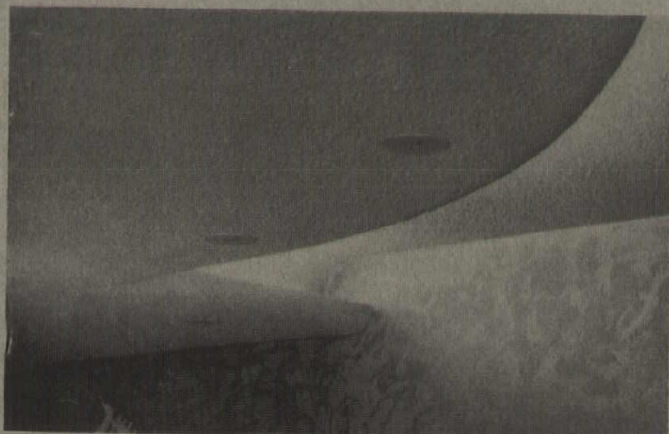
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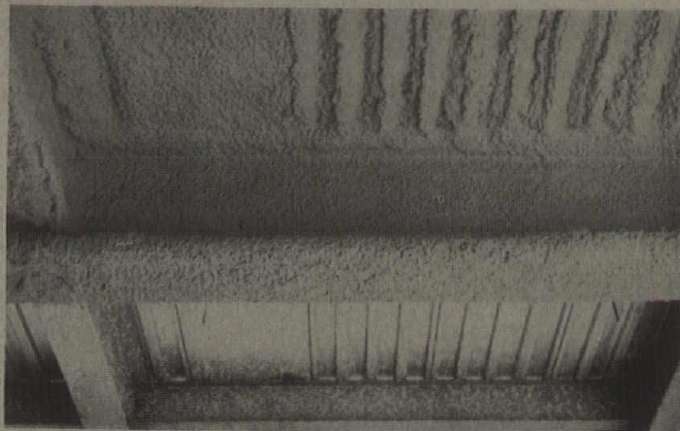
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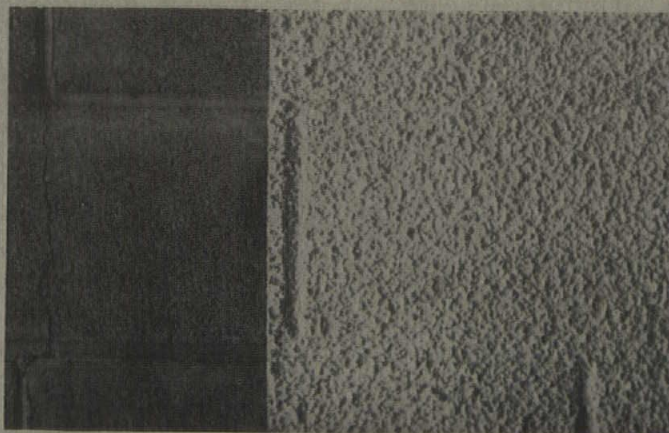
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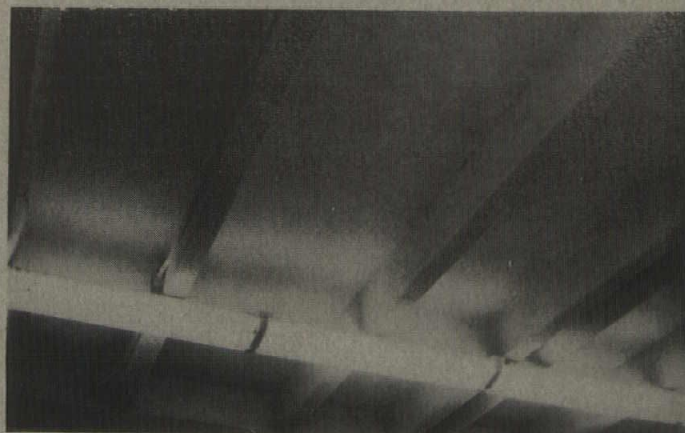
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Buff Solid
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Colonial Line

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Clinker Blend Red

Classic Line

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Frosty Red
Ivory
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Hack-Matt Line

Red Hackberry
Ivory Matt
Cameo Matt

Chippewa Line

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Ivory
Cameo

Tripletex Line

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Cameo Blend

Misc. Items

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Alamo Blend

Classic Line

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Coral Softones
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Ebony

Nubark Line

Rose
Blush Coral
Brown
Ebony

Strippitex Line

Rose
Ebony
Blush Coral

Chippewa Line

Rose
Blush Coral
Brown
Buff Coral Blend
Ebony

Misc. Items

Solar Screens

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OTTUMWA BRICK AND TILE COMPANY
REDFIELD BRICK AND TILE COMPANY

DES MOINES
SALES OFFICE

4400
NORTH HARDING ROAD

